


# El Serrano

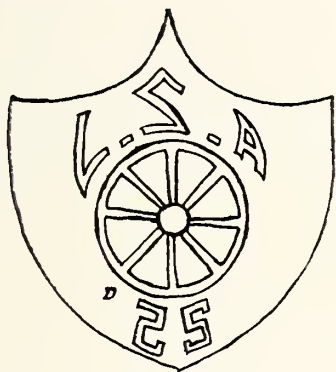
La Sierra Academy and Normal  
Annual and Calendar  
1925-26

Arlington, California



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# EL SERRANO

(The Mountaineer)  
Vol. II.

Annual-Calendar  
La Sierra Academy  
1925-26

## FOREWORD



THE Class of 1925 is not publishing an annual of this nature without a purpose. Our purpose is a true purpose,—to show every Seventh-Day Adventist young man and young woman in Southern California something of our school, its mission, and its principles. During the three years of its existence this academy has made progress in spite of obstacles and mistakes. Yet we look forward to better years, and it is upon those who should be in school and have not yet received their training that the future success depends. We are printing this number of “El Serrano” that such young people may be stirred to enter this school and perpetuate the principles which have enabled this class now leaving to reach what measure of success it has attained.

D. J. B.



TO JAMES I. ROBISON, WHO WAS  
THE PIONEER PRINCIPAL OF LA  
SIERRA ACADEMY, AND WHO HAS  
DURING THE THREE YEARS OF  
OUR SCHOOL'S EXISTENCE BEEN  
AN INSPIRATION TO EVERYONE.  
THIS NUMBER OF EL SERRANO IS  
APPRECIATIVELY DEDICATED BY  
THE CLASS OF NINETEEN HUN-  
DRED TWENTY-FIVE.





BOYS' HOME

ADMINISTRATION BUILDING

GIRLS' HOME

# FACULTY



Pearl M. Cooper  
Sewing, Art



Olive Severs Palmer  
Registrar, French



Louis C. Palmer  
Principal



James I. Robinson  
Normal



Sarah Huenigke  
English



Allen Dazey  
Bookkeeper



Grace H. Nelson  
Piano



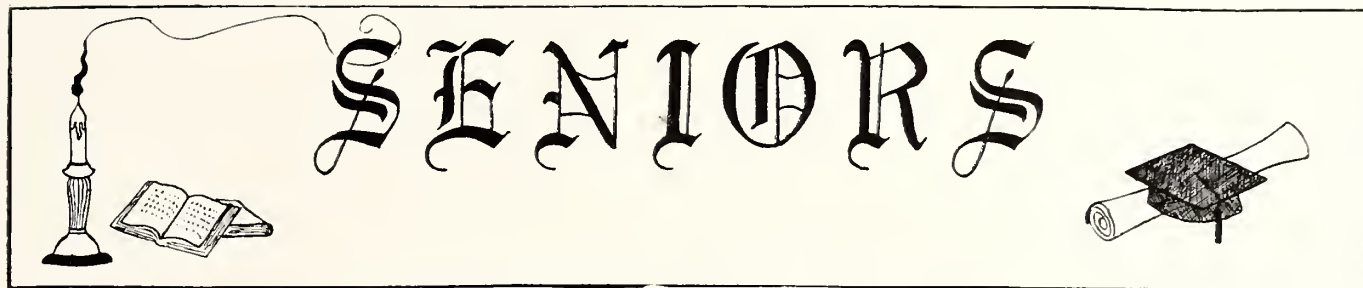
Lilah G. Godfrey  
Mathematics, Science



Paul W. Stuyvesant  
Spanish







Motto: All for each, each for all.

Watchword: Others.

Colors: Royal Blue and Gold.

Flower: Sweet Pea.

Sponsors: Professors Robison and Dazey.

WILLIAM M. NETHERY  
PRESIDENT

*If an unexpected call succeed,  
Come when it will,  
He is equal to the need.*

CLEO F. FENDERSON  
ASSISTANT SECRETARY

*With her blithe spirit she wins  
many friends.*

IRENE E. WAGAR  
SECRETARY

*Sweet tempered, full of fun and  
square,  
A friend to have and keep for  
e'er.*



MARION M. WILBER  
VICE-PRESIDENT

*Born for success, she seemed with  
grace to win.*

J. FRED KENT  
TREASURER

*The mildest manners, the gentlest  
heart, and the bravest mind.*

DELMER J. BROWN

*For every question he has an  
answer;  
For every answer a why.*

ALDENA A. WOOLERY

*Whatever's right, whatever's true,  
She wills and dares to always do.*



ZELLA I. HOLLAND

*"Her life like softest music to at-  
tending ears."*

GRACE H. SIMMONS

*A girl that's full of joy,  
Yet sober when the tasks demand.*

IVAN M. ANGELL

*Diligent, sincere, faithful, kind,  
Willing to work with hand and  
mind.*

G. BYRON WRIGHT

*A self-made man, and all determination.*

BESSIE F. BOBST

*A jolly, industrious soul filled with music.*

JULIT H. JUDSON

*A very pleasant combination of good student, good sport, and good friend.*



BERNICE L. SQUIER

*Quiet and modest; a girl whose friendship is valued.*

A. SHELTON BURNEY

*Good nature is the wedge that opens every heart.*

JENNIE M. WALLACK

*True merit is like a river—the deeper it is the less noise it makes.*

CHARLES F. SCHULTZ

*The force of his merit makes its  
own way.*

INA J. SANDNESS

*Great feelings has she of her  
own,  
Which lesser souls may never  
know.*

ALBERT C. BEESON

*Down to the smallest duty, you'll  
find he never shirks.*



RUTH G. WHITESELL

*She has a heart with room for  
every joy.*

ROLAND H. WHITE

*If he will, he will, you may de-  
pend on't,  
And if he won't, he won't, so  
there's an end on't.*

LUCILE L. SMITH

Graduate Academic and Academic  
Music Courses

*Her soul is full of music,  
Her carriage full of grace.*



DALE A. MARCHUS

*A friend so true is hard to beat,  
A student and an athlete.*

EVELYN S. YOUNGS

*Naturally quiet and reserved,  
A heart full of goodness.*

NEVA M. STRONG

*We wish there were more like her,  
Kind, and always a friend.*



ALICE L. CASEBEER

*To know her is to love her,  
And she is well known.*

ALBERT L. DUERKSEN

*Sturdy and true; and a good  
worker.*

## PRESIDENT'S ADDRESS

WILLIAM NETHERY

At last class night has come, and we have the opportunity to welcome you to our graduation. Tonight is our night of nights. We are justly happy for we have at last completed our course. Yet as the word implies we are commencing; commencing a greater life, and one filled with problems of greater difficulty. Tonight marks a great step in our lives—and it is only through the unselfish efforts on the part of our parents, teachers, and friends, that this hour has been made possible.

Dear parents, we first welcome you. Our hearts are filled with emotion as we see you before us tonight. A mother's love, a father's praise—we hold these dearest to our hearts. It is difficult at this time to express the love our hearts hold for you. We can only in part realize the sacrifice and toil you have expended in our behalf. Nevertheless, we love you, dear parents; we appreciate your unselfish regard for us, and we cherish in our hearts the sincerest gratitude.

To our teachers we owe much. The untiring efforts, the high ideals, and the many hours of labor spent in our behalf, we can never repay. But we do appreciate it. To do our utmost in living the life that you have exemplified can be your only reward. We hope and pray that we may accomplish this. And tonight, dear teachers, accept our heartfelt thanks.

Friends, we realize it is your interest in us that has brought you here. We hope we may fulfill your expectations concerning us, for it is often the inspiration of a good friend that impels us onward..

Schoolmates, we shall ever remember the days we have spent together. Through all phases of school life you have always been our comrades. Through the joys and struggles of academic life

there has been formed a tie between us that shall never be severed. Our fond memories of you during the past four years are clouded by the thought that we shall soon have to part. We wish for your success in completing your course.

It is only natural, at this time, that we take a retrospect and survey the past. Has our life thus far been a success or a failure? Our academic life has been most pleasant. We realize that the difficulties we encountered were but stepping stones placed in our paths to aid us toward success. To struggle against odds and win is a just achievement. We maintain that true merit wins. Bubbles float easily and lightly upon the air; they sparkle very beautifully in the sunlight; but they endure only for a moment, then burst, and are forgotten. We do not aspire to such a spectacular life; there is no merit in it, nothing that the world can profit by, or will care to remember.

To many of us, the trials and marks of discipline have left ineffaceable imprints on our lives. Many opportunities have been neglected, many hours have been wasted, and valuable lessons lost. They are gone, never to return. We are the losers and our one regret is that we have not done our work better, and thus left a more fitting memorial to the ideals and purposes of our school. We trust that in our future paths, be where they may, that our life and actions will portray the ideals of this academy.

Tonight we stand on a summit. In peering into the future we vaguely discern the great valley of life. That great chasm of experience with its steep to conquer and its rivers to ford, extends in great reaches of trials. For some of us it holds another course of study—College, then life in its fullest extent. For others it holds positions of responsibility, places of worth in the work of uplifting humanity.

(Continued on Page Thirty-four)

## CLASS POEM

MARION WILBER

The day had been crowded with labor,  
And no rest had come to me,  
No time for thought or reflection  
Of the things that used to be.

But evening came and a blessing  
Of leisure and calm repose;  
I walked in the glowing after-light,  
Through lane and by hedge rows.

And lo, in thought, I walked again  
By mountain foot, alone.  
The winding road, the orchard side,  
The stream, and moss-grown stone  
All looked the same. I found the path  
And climbed, and turned to view  
The scene outspread before me.  
O'er head the sky arched clear and blue,  
White-specked with floating clouds  
That skipped across the plain below  
In shadow. Town and village,  
Hill and highway, lined by trees in row  
With variegated colors blent  
And rimmed about with mountains high  
Rough topped range, smooth running ridge,  
And snow peaks reached the sky.

Below me at the mountain's foot,  
Nestling with trust serene,  
The old familiar campus lay,

Gray buildings on grass green.  
A Sabbath hush o'er spread the place,  
No din of work about,  
And as the shadows lengthened  
The hour bell rang out.  
That sound so mellow and so sweet  
A summons did proclaim  
To gather to the worship  
And praise the Lord again.

And thus I viewed the dear old school  
That meant so much to me;  
So much of hope and trust and love,  
So much of pardon free,  
For there we learned to walk aright,  
Nearer to God and heaven;  
There we gained a vision pure  
Of Him whose side was riven.

Heart, hand, and brain were trained to work.  
All three in harmony.  
We heard, we felt, we saw, we did—  
God blessed abundantly.  
A preparation full for life,  
Real life for "others" spent;  
We looked abroad on fields afar,  
Made ready to be sent.

There were our teachers faithful,  
Whose lives of care flowed forth  
For students that they might be taught  
To live a life of worth.

There were our school-mates loyal  
They knew our trials sore,  
They helped us bear our burdens.  
Their friendship—a rich store!

Oh, in my reminiscent mind  
A memory dear I hold;  
I'll ne'er forget that shield of blue,  
With that bright wheel of gold.  
Three letters L. S. A. shine forth  
And numbers '25—  
The emblem of my class!  
Oh! may its meaning thrive.

Our motto, "All for each  
And each for all," again  
Is shown by hub, and spokes, and rim  
That goes through shine and rain.  
That hub meant "all" the class  
That worked for "each" with vim.  
The spokes meant "each" of us.  
Who worked for "all,"—the rim.  
We toiled and played together,  
Sorrowed and oft rejoiced  
We learned to ask for counsel  
And heed the lessons voiced.  
We loved our school; its motives  
We tried our best to do;  
To "others" in this darkened world  
We pledged our service true.

The fields lie ripened, waiting—

O, may all heed the call  
 May "all for each" be verified  
 May we work "each for all"  
 And come at last with sheaves of grain  
 To meet on glassy sea  
 And hear the Voice, "For others,  
 Ye did it unto Me."

### CLASS NIGHT PROGRAM, MAY 21, 1925

Processional: Delta Kappa Epsilon (*Pease*) Miss Grace Nelson  
 Invocation - - - - - Prof. J. I. Robison  
 Piano Solo: La Fileuse (*Raff*) - - - - Delmer Brown  
 President's Address - - - - - William Nethery  
 Class Poem - - - - - Marion Wilber  
 Double Duet: The Lord Is My Shepherd (*Smart*) - -  
 - - - - Misses Bobst, Wilber, Sandness, Holland

### The Scriptures of Truth:

The History of the Bible - - - - - Fred Kent  
 Recitation from "The Course of Time" (*Polk*) - Neva Strong  
 The Bible in Education - - - - - Ivan Angell  
 Piano Solo: March of the Wind (*McDowell*) - Lucile Smith  
 Dialogue with Tableau: The Crowning of the School Angel  
 Angel of Order: Bernice Squier  
 Angel of Literature: Aldena Woolery  
 Angel of Music: Jennie Wallack  
 Angel of Love: Grace Simmons  
 Angel of The Word of God: Zella Holland  
 Guard: Julit Judson

Farewell Address - - - - - Byron Wright  
 Class Song - - - - - The Class  
 (Words and music by Bessie Bobst)  
 Benediction - - - - - Prof. Allen Dazey

### BACCALAUREATE PROGRAM

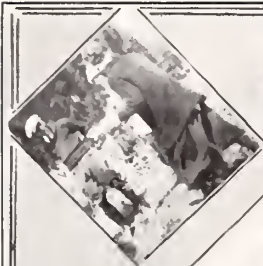
Processional.....Miss Grace Nelson  
 Song: Saved to Serve.....Congregation  
 Invocation.....Prof. L. C. Palmer  
 Cornet Solo.....Dr. Floyd Gardner  
 Vocal Solo.....Mr. A. L. Kiehnhoff  
 Sermon.....Elder E. H. Emmerson  
 Song: Ready to Do His Will.....Congregation  
 Benediction.....Elder H. C. Basney

### COMMENCEMENT PROGRAM

Processional.....*March and Chorus*  
 MISS FRANCES L. BROWN  
 Invocation.....Elder G. H. Skinner  
 Vocal Solo: My Redeemer and My Lord.....Dudley Buck  
 MISS PEARL COOPER  
 Address.....Dr. P. T. Magan  
 Violin Solo: (1) Gavotte.....Gossec  
 (2) Souvenir de Wieniawski.....Naesche  
 MISS IDA M. TRATT ..  
 Presentation of Diplomas.....Prof. L. C. Palmer  
 Benediction.....Prof. L. J. Vollmer  
 Recessional .....*Selected*  
 MISS FRANCES L. BROWN



# SENIOR PICNIC





## MILESTONES OF SENIOR DAYS

Feb. 18. Nineteen prospective Seniors received class letters just after dinner. At 2:40 the Senior class was organized.

Feb. 24-26. Results of two class meetings: Motto, "All for each, each for all." Watchword, "Others," Colors, blue and gold. Flower, sweet pea.

Mar. 2. Delmer Brown was elected editor-in-chief of the annual.

April 2. The class gift to the school was presented. It may be seen in the library—two beautiful paintings. As the Seniors marched into Chapel, each Senior proudly displayed his emblem of blue and gold.

April 19. Never before has a class enjoyed such a picnic as we did the day we went to Lake Arrowhead.

May 3. Music and flowers filled the Chapel the evening of Lucile's recital.

May 7. A unique and pleasant lawn supper, given by our class sponsors, Professor Robison and Mr. Dazey, was enjoyed by every Senior.

May 10. Jolly old Juniors to give us such a surprise! The entertainment was good, but the banquet afterwards was better.

May 15. The Seniors proved themselves loyal M. V.'s in their program given at Young People's Meeting.

May 21. Class night was held on our spacious lawn. Needless to say, we breathe easy again.

May 23. Our former Bible teacher, Elder E. H. Emmerson, touched the heart of every Senior in his baccalaureate sermon and inspired us to a life of better service. In the afternoon the

last Sabbath consecration service of the class was held in the boys' new parlor.

May 24. Commencement and diplomas! "But now we must say, good-bye, good-bye."

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## OUR SENIOR PICNIC

RUTH WHITESELL

It is lots of work to be a senior! Demands are insistent as we draw near the end of the term. But again, what a privilege to be one of the elite to climb into a truck and roll away, while others stand, wonder, and wish.

The long-looked for picnic of the Seniors of '25 is now being written as a memento. The night before, (in spite of marauding Juniors), a delicious lunch of sandwiches, cakes, pies, salads, and everything else good was safely packed away.

Amid cheers and flying colors, we started for Arrowhead Lake the next morning. Two hours riding brought us to the grade. Here the truck refused to pull such a load, so a group of enthusiastic hikers started up the steep grade. After hiking we were glad to ride again.

The journey was continued past the lake into the camp grounds. Few of us had eaten breakfast, so we responded heartily to the call for dinner. How good everything tasted as we sat eating our lunch among the swaying pines with the blue skies above. Hiking, boating, and a general good time filled the afternoon. At supper, speeches and stories were given. Shortly after supper we started home, glad for the day,—and glad for the anticipation of rest. The seniors give much of the credit for the success of the day to the delightful companionship of their class teachers, Mr. Robison and Mr. Dazey.

# CLASS SONG '25

B.B.

Hessie Bobst

As we travel the journey of life day by day, as we choose between the good and the bad, We'll re-mem-ber the days of our W. S. H. and the  
 On the work has been hard, and our parents have toiled, so that we might attain to suc-cess. The Y have sac-ri-ficed much of this great world's gold and we  
 To our classmates who see us depart from this place, we shall now have to bid sad fare-well, We've en-joyed all the days that we've spent with them, and we  
 And now we do bid La Si-er-ra, good bye, We must needs seek other fields soon, But we'll think of these hills that are guard-ing high, and the

lessons we all have had, Then the teachers how they guarded us from harm, They asked us to look up a - bove, To  
 love to treasure this: That our lives may al-ways be sin-cere and kind, That we'll bring up on them no curse, We will  
 member we always shall, As each one goes forth up on the sea of strife, The waves of dis-tress to en-dure, We  
 paths so often trod, And each one of us will do his very best toward reach-ing the goal that is set, For the

take for our st-uff the kind Sav-i-or's arm And live by our Father's love  
 try to o-bey what their true hearts de-sire And they can be proud of us.  
 pray he'll be safe in the great storm of life And an-chor his ship se-cure.  
 class of twenty-five feels that it must do or die, But now we must say, good - bye. Good bye.

# JUNIORS



Ruth Scott



Norman Abbott



Irene Johnson



Alfred Wical



Wesley Smith



Willodel Kavanaugh



Gladys Ferguson



Clara Campbell



Ruby Tindall



Florence Berg



Doris Marchus



Paul Black



Muriel Opitz



Esther Johnson



James Bernard



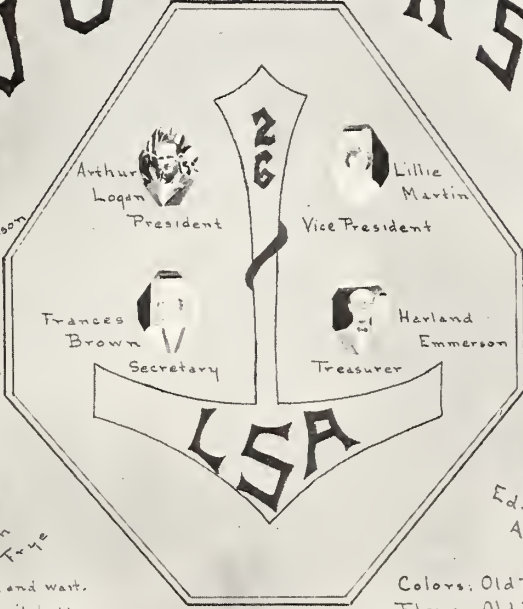
Ruth Frye



Paul Mithelsen



Ruth Granberry



Arthur Logen  
President



Lillie Martin  
Vice President



Frances Brown  
Secretary



Harland Emmerson  
Treasurer

Motto: They also serve who only stand and wait.  
Aim: To take the world as it is and leave it better

Colors: Old Rose and Silver  
Flower: Old Rose Carnation

Edna Angell

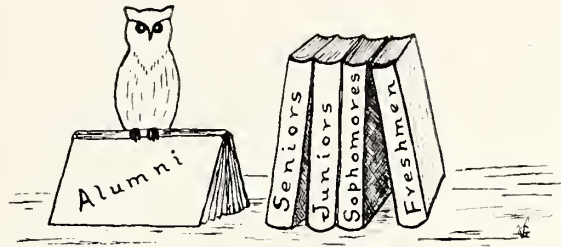
Bert Gerrans



FRESHMEN

SOPHOMORES





### A REVERIE

I sit alone in the twilight;  
As the shadows begin to fall;  
And I seem to see in the rosy sky  
The pictures on mem'ry's wall.

There the faces of the Alumni  
Pass before me, one by one,  
And past and present blend softly  
As colors at set of sun.

As I look toward Howell Mountain  
Where great Knowledge rules as Queen,  
I find there Glenn and Raymond,  
Johnny, Melvin, and Maurine.

Harold James, Delos, and Oscar  
Also seek fair Wisdom's way;  
While Dietitian and Pre-medic  
Are the sisters, "Dot" and "Shay."

Four others, I find, are teachers—  
Fair Willetta and sweet Estelle,  
Arthur Gober and Gladys Ryder  
Wield the birch and ring the bell.

And where smiling, white-capped nurses  
Ever ply their skill and care,  
Ellen, Vera, Ruth, and Rosie  
Are found daily training there.

Some brave souls have truly ventured  
Out upon Life's treacherous sea,  
For Lois, Odrie Lee, and Pearl  
Now are busy housewives three.

Near the home-fires still are lingering  
Serving in some quiet way—  
Carleton, Paul, Naomi, Harold,  
Clifford, Edna, Joyce, and Fae.

\* \* \* \*

The sunset colors have faded,  
The shadows of night crept in,  
And the friendly faces vanish  
Into memories again.

Yet I'm glad that I have seen them,  
And the wish they would express  
Is for La Sierra's welfare—  
For its growth, and its success.

—Verna Goddard.





The Art Classes



Advanced

Violin

Quartet



The Harmony Class



In the Physics Laboratory



"The Builders"



College

Rhetoric



"Tillers of the Soil"



## THE BIBLE DEPARTMENT

BYRON WRIGHT

"The Bible contains all the principles that men need to understand in order to be fitted either in this life or in the life to come." Surely there could be no more important subject for those who are preparing for service. It strengthens and elevates the mind as nothing else can do. As we have studied each day these principles found in the Bible and Spirit of Prophecy, we have received fresh inspirations for service, and new determinations to enter the Master's work. Elder Emmerson and Mr. Robison have greatly helped us in our study by making our classes not only educational, but also interesting. Many who never before cared to read the Bible have now learned to enjoy it.

Surely we should be thankful that in our schools we have the privilege of studying God's Word and learning His will concerning us.

## THE ENGLISH DEPARTMENT

IVAN M. ANGELL

The study of our mother tongue holds a very high place in our school. Miss Huenergardt, the instructor in English, has outlined a course of study in composition, rhetoric, and literature that recognizes the Bible and the Spirit of the Prophecy as the foundation of all true instruction. In the composition and rhetoric classes the Bible and the Spirit of the Prophecy are used as the most perfect examples of the English language, and the students are required to take portions of them from which to write extracts instead of using material written by worldly authors.

Although the college rhetoric class was small this year it did some very good work. In this class themes are required illustrating the use of exposition, description, narration, and argumentation. "Steps to Christ" is taken as an example of the best type of literature.

At the close of the year when the students were asked what phase of the English course they enjoyed most, the greater ma-

(Continued on Page Thirty-four)

## SCIENCE AND MATHEMATICS

SHELTON BURNEY

What field is more infinite than science, or more certain than mathematics?

At La Sierra Academy the science and mathematics departments are represented by well-attended classes in physics, botany, zoology, algebra, geometry, and advanced arithmetic.

These classes will soon have the advantage of more space to accommodate their increasing enrollment, for plans are now laid for the enlargement of the rooms. There will also be an addition to the biology and physics laboratories. Already there is excellent equipment in these laboratories.

The enrollment in these departments is always large, due largely to the fact that the students appreciate the personal and able instruction which they receive under Miss Godfrey, who has been connected with the science department for the past two years.

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## HISTORY DEPARTMENT

INA SANDNESS

Hurry! hurry! (I speak of nothing unwonted). But if one were to watch those who are hurrying to class immediately after the noon hour, he could see among the rest the various members of the American History class. And all that are prudent will be fully equipped with pencil and plenty of paper.

Somehow Professor Vollmer always knows just how we have or have not prepared our assignments. But we can not tell a thing by looking at his eyes, by asking questions, or by weather conditions.

In our educational curriculum, history takes a place of great importance. First, because while we delve into Bible prophecies

and their fulfillments, we must look to history for confirmation and evidence; second, because we receive important and expedient instruction regarding the rise and development of our own beloved country (as well as the others), and facts pertaining thereto. Then, what I consider the most important of all is the influence it has on our lives, encouraging us to profit by our mistakes, and to trust in the power of Him who overrules all nations, abasing and exalting whomsoever he will.

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## LANGUAGE DEPARTMENT

LILLIE MARTIN

In the language classes we are striving, not to make Spaniards or Frenchmen of Americans, but to understand the basic principles of these languages and become somewhat acquainted with the foreign methods of thought. Our Latin department proved to be a very good foundation for such study.

In the French class we spend one day each week with our French Bibles, studying our Sabbath School lessons, learning passages of Scripture, and gaining help in our English version by noticing differences in expression. The study of these two languages is carried on under the instruction of Mrs. Palmer.

The students in the Spanish class are very interested in the reading of "Camino a Cristo," or "Steps to Christ." This is an inspiration to higher life as well as being an effective way to become familiar with the language. Another article of interest is our Spanish "Youth's Instructor" which comes to our library semi-monthly. Through these methods Mr. Stuyvesant's students do become fairly familiar with Spanish, and a walk about the campus convinces one that there are many Spanish speaking students here.

We are endeavoring to lay a foundation for students to build



on who are contemplating doing research work in medical lines, and also for such as may have in mind missionary endeavors in Spanish or French speaking countries. Thus we are becoming prepared for our future work.

## OUR NORMAL DEPARTMENT

ESTHER DAVIS

When school opened there were but four of us, among the many of La Sierra, who sat in the corner watching the rest of the crowd and waiting almost impatiently for our teacher to come.

"Just think, there are only four of us in the normal department! It is almost disheartening," I said to one of my comrades. For a full minute she looked me squarely in the face as if trying to inspire me with the same courage which animated her. At last she said, "There was but one Columbus." In that one sentence I read volumes. A few moments later Mr. Robison entered, and we began our class work in "Christian Education," where we spent many delightful hours studying the science of seeking God and of revealing Him to others. Soon we took up the study of the best calculated methods to develop the physical, mental, and spiritual powers of the child. Other subjects followed in their order, and we learned in each of them many profitable lessons. And now our membership is eight instead of four.

Although clouds of discouragement have arisen, we have gone forward, saying with one voice, "There was but one Columbus, and he discovered America; so, though we be few in number, we form the normal class of La Sierra Academy." We rejoice in the confidence that under the direction of the Great Leader we, too, may reach our haven taking others with us.

## THE SEWING CLASS

MARY LEWIS

Our course in Sewing at La Sierra, taught by Miss Pearl Cooper, involves many principles of dressmaking valuable to the student.

We learn to choose our patterns, materials, cut out our garments, and neatly sew them. Before we achieve this last, many is the time our instructor shakes her head as we show her a crooked seam or a poorly worked button hole, and we sigh as we tear it out; but we are pleased when the second inspection proves satisfactory. It is not long before we find we have greatly improved, for seams and hems stay in as done the first time. Soon we make dresses for ourselves.

In the second year's work comes the making of men's shirts, wool, and silk dresses. Along with our practical work we study textiles, how to choose the best materials, and how to care for and repair our clothing. Combined with this study we learn to be neat and accurate as well as patient.

## THE WORK OF THE BUILDERS

ALFRED WICAL

The carpentry class has been to me one of the most interesting and useful classes of the school. During the year we study the use and care of the different kinds of tools and the principles of mechanical drawing.

In the second year we put into practice what we learned in the first year. We draw plans of the articles we wish to construct, then follow the draft in our construction.

Six large mahogany tables for the library were made by the class, besides bookshelves, small study tables, and numerous other articles.

## PIANO AND VOICE DEPARTMENT

LUCILE SMITH

The music department was organized three years ago by Miss Grace Nelson, a graduate from Pacific Union College. Miss Nelson has been studying under Mr. Tipping, who has toured in Europe studying and giving recitals. The first year there were twenty-five piano students, which number increased to forty last year and has remained practically the same. During the three years nearly one hundred students have taken piano at La Sierra. The students this year are more advanced and are doing a much better grade of work. It has not been in vain that our faithful little music teacher has striven to put the music department of La Sierra on a strong basis. The piano students of our Academy, who receive credit, take state examinations.

Each of these three years in which La Sierra has been established, the music has had an Academic Pianoforte graduate. Besides this several pianoforte recitals by both beginners and advanced students have been given, one of which was a two-piano recital in which eight-hand pieces were used.

Besides the piano work, Miss Nelson taught History and Theory of Music last year, and Harmony and Ear-training this year.

Miss Pearl Cooper, the vocal teacher, has done much to bring up this phase of the music department. Besides giving private lessons in vocal she has conducted a class in directing, sight singing, and a chorus. This year the chorus gave a cantata, "David, the Shepherd Boy," which showed hours of drilling on the part of Miss Cooper.

Miss Cooper and Miss Nelson gave a musical recital together this spring, which was greatly enjoyed by the music lovers of La Sierra.



THE VIOLIN STUDENTS

## THE VIOLIN DEPARTMENT

HARLAND EMMERSON

The violin department was organized on the second of October, 1924, with Miss Ida M. Tratt, of Riverside, as its head. We are fortunate in having someone to direct this department who has studied in Europe and who has had several years of teaching experience. The work consists of solo, duet, quartette, and ensemble work, as well as a study of harmony. On April 10 the ensemble class gave their first recital, and on April 25 another recital was given by a quartette of advanced pupils. Both of these were highly appreciated by the audience.



## AGRICULTURE DEPARTMENT

DALE MARCHUS

It is a well known fact that upon the soil and its products rests the very foundation of all civilization. When Rome turned her attention from the soil to the city, she began at once to decline. So to make the foundation sure a knowledge of the principles of caring for the soil, planting the crops, and harvesting them is very necessary.

The class in agriculture at La Sierra is very fortunate in having an opportunity to obtain, along with the theory, a practical knowledge in the fundamentals of this most important study.

Under the able instruction of Mr. E. T. Bush, the class spends a large share of the time in the field and garden putting into practice those principles which are obtained from the text book. Close attention is given to the main branches of agriculture, besides a special study of the soil, climatic conditions, kinds of crops, and market problems of our own state.

We have varied agricultural pursuits, for on the school farm are located citrus, apricot, peach, and many other varieties of fruit trees. A fine garden with many kinds of vegetables, affords the student of horticulture an opportunity to study the best method of culture for each. The vineyard, too, which is bearing for the first time this year, provides an ample place for the close study of grape culture. Combining with all this a study of insect pests and their control, and plant diseases and their causes, we have summed up briefly what takes place in the agriculture class.

The student of agriculture, by uniting his efforts with the forces which God has put in nature, is led each day to see more clearly the relation between the Creator and man. To know God through His works of nature is one of the privileges that come to those who make a study of agriculture here.

## DOMESTIC SCIENCE

RUTH LORENZ

At seven-thirty in the morning thirty girls dressed in their uniform aprons and caps are seen hurrying to cooking class. There are two divisions for laboratory work, so we meet only twice a week for that. On Wednesdays we all meet for theory. The first few weeks of cooking are spent in the study of vitamins and the value of foods prepared in different ways.

On the other days we meet for Laboratory where we cook or bake various foods each time. Here we are taught how to prepare foods in the most palatable way, and how to bake pies, cakes, biscuits, and bread. The latter is the most important, and probably the most difficult.

During the last several months of school Household Arts is taken up. This includes everything in making a home, from the buying of it to the making of real home life. Color schemes are also studied.

Laundering is another interesting subject studied. Here we are taught how to wash materials according to their texture, how to remove various stains, and how to use all the equipment needed in a laundry.

Miss Vixie hopes to see many of her good cooks from La Sierra in different schools and homes in the future.

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## ART DEPARTMENT

LILA FREDERICK

"The choicest productions of art possess no beauty that can compare with the beauty of character, which is the fruit of the Holy Spirit's power working in the soul."

The Art Class began its work with charcoal sketching of still

(Continued on Page Thirty-four)



Foreign Mission Bands



The Cooking Class



Study Period in our Library



Pianists



Colporteurs



Field Methods Class



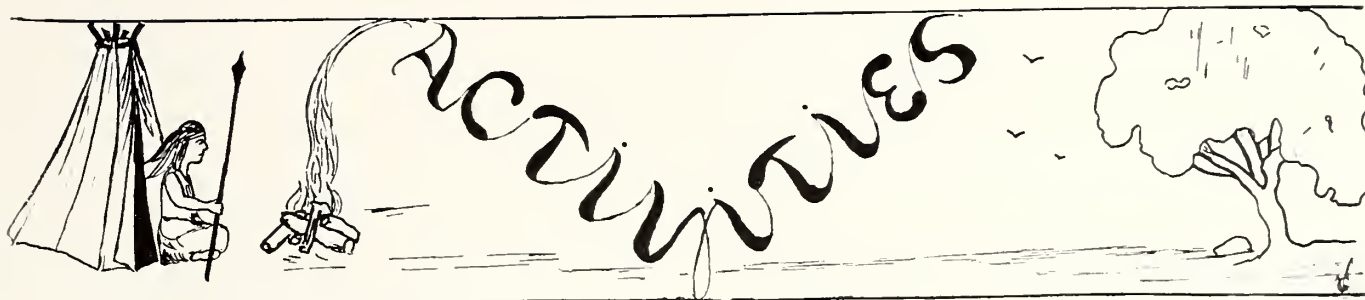
The Chorus



Practical Nurses



The Sewing Classes



## THE FOREIGN MISSION BANDS

GLADYS FERGUSON

It is with the greatest delight that we, the students of La Sierra Academy, look forward to a period of thirty minutes every Friday night just preceding the evening meeting. We have organized two groups, the African and the South American Bands. It is in these bands that we study the real missionaries, their lives, and their strenuous and noble work. All this inspires us to the very depth of our hearts to make a preparation ourselves for such a life. At first we study the continent as a whole, then we divide it into smaller divisions, thus creating a keener interest by becoming more closely acquainted with it.

Two programs have been given in the chapel, one by each band, in order that we might awaken a wider interest.

Though there are but two divisions of the Mission band, we hope, as our school grows, that more such bands will be organized and that La Sierra will be able to send out many of her young people to foreign fields as a result of the influence of this band. May it be that many candles will be lighted in the lands afar by the "sparks" here kindled.

## THE MISSIONARY VOLUNTEER SOCIETY

OSCAR GERHART

La Sierra Academy has been established for the purpose of fitting the youth for a place in God's work. Since it is necessary that they have some practical experience in religious activity, the Missionary Volunteer Society has been organized.

Here the students have had an opportunity to create and regulate an organization that is strictly their own. The majority have seized their opportunity this past year and have made it an interesting, active Society.

The Sunshine, Colporteur, and Foreign-Mission Bands are the principal working divisions. Many a tired mother has quietly enjoyed a stirring talk, while one of the girls of the Sunshine Band has cared for her restless babe.

It is the willingness and the enthusiasm of its members that has made our Society a success this past year, and this spirit will soon carry the gospel to the whole world and take us to the home above.

## THE FIELD METHODS CLASS

OSCAR GERHART

Those who are especially interested in public gospel work have had a rare opportunity this past year.

In order to help and teach this class of students, Elder E. H. Emmerson conducted a special class, teaching the proper etiquette in public gatherings and giving us some really practical experience in this work.

Everyone of the twelve members of the class will testify that his time and effort expended there is worth a hundredfold its cost. Besides learning the theory of public work, all had the privilege of actually doing public work. Now and then the members visited the different churches in the Conference and practiced the things they had learned in class.

It is this practical type of learning that we as students need, and which will best fit us for a place in this work.

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## THE COLPORTEURS' BAND

FRED KENT

There are many reasons I might give for my interest in the colporteur work. The main and important reason for my zeal for it is the thought of its being, as we are told in the Spirit of Prophecy, "Missionary work of the highest order." During the last half of the school year this work and its importance appealed to fifteen of the students. These were immediately organized into a colporteurs' band. We spent one period each week studying methods and means for going out among the people in order to carry this work on successfully.

We all feel that we have gained blessings from such efforts, and we, with all of the other colporteurs, hope to stand by the

side of the River of Life and have the joy of hearing someone say, "I was drunk with world and its maddening strife until the colporteur happened my way."

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## OUR LIBRARY

FRANCES BROWN

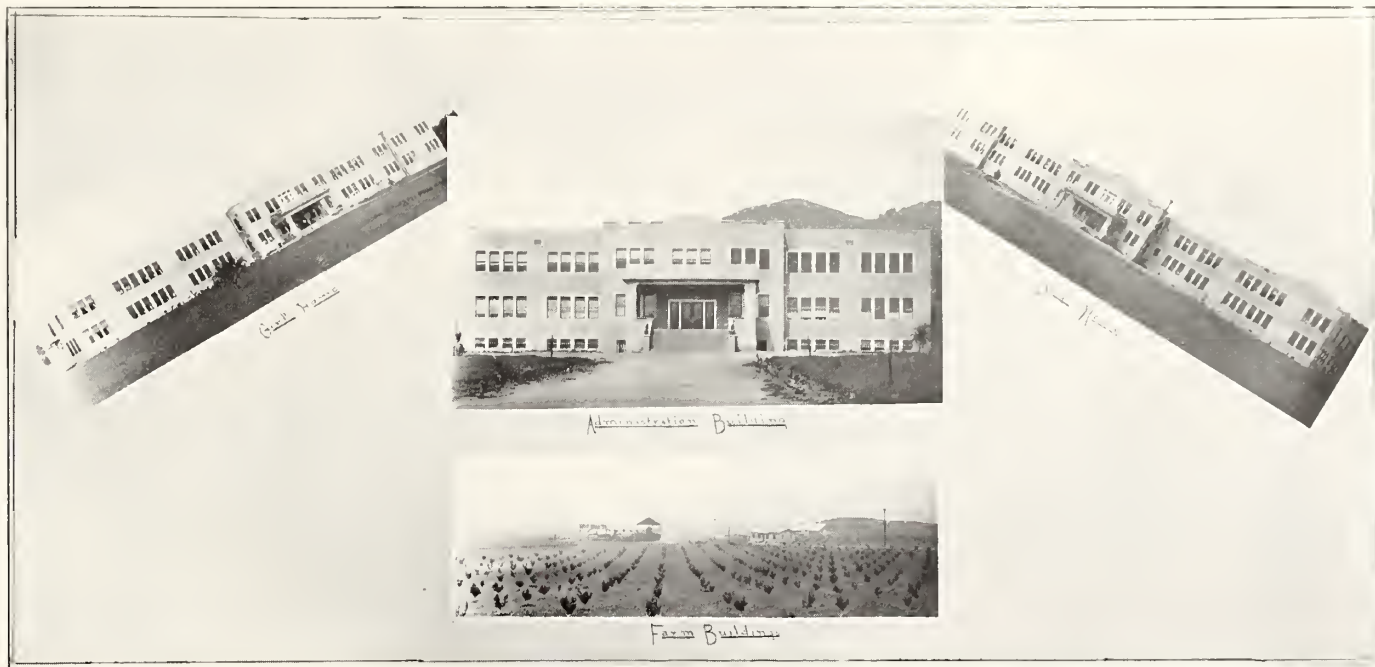
Those who attended the constituency meeting of the Southern and Southeastern California Conferences held at La Sierra, April 26, will remember the sweet peas that they received from the members of the library science class as a badge to show that they had contributed to the library curtain fund. And now if they would visit our library they would see beautiful curtains hanging at each window. This is only one of the improvements that we have been able to make during the past year. Another is six substantial tables, nicely finished, that were made by the carpentry class. We also have sixty new chairs that match the mahogany finish of the tables. The two oil paintings, "Sunrise on Lake Tahoe," and "Sunset on King's River," painted by Englehardt and presented to the school by the Senior Class of '25 add much to the attractiveness of the study room.

Although our library is still quite small it is rapidly growing. During this year over three hundred books have been added to our shelves, making a total of nearly two thousand volumes. We feel that this is a good beginning and that in a few years our library will be as complete as any academic library.

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"Procrastination steals character, ruins opportunity, robs of freedom and makes a slave. By the street Bye-and-Bye one arrives at the house of Never."





## LA SIERRA—PAST AND PRESENT

MURIEL OPITZ

We live as in a desert no longer. La Sierra is transformed. Winds may blow, but we do not encounter, as in previous time, the blinding sand; for green grass, with borders of ragged robins, has taken its place. Yet this is not all. Small trees have

been planted here and there on our campus, and at the head and foot of each path. A large palm tree is thriving in the center of the lawn. Everywhere we behold new flowers and plants adding to the attractiveness of the Academy campus. Truly a new atmosphere has settled upon the place, and we enjoy it every day.

# El Serrano

Volume Two.

Published by the Senior Class of La Sierra Academy



## STAFF

Delmer J. Brown .....	Editor-in-chief
Ivan Angell and Aldena Woolery .....	Associate Editors
Zella Holland .....	Literary Editor
Grace Simmons .....	Art Editor
Bessie Bobst .....	Assistant Art Editor
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Byron Wright .....	Business Manager
Julit Judson .....	Advertising Manager
Bernice Squier .....	Circulation Manager
Sarah Huenergardt .....	Literary Adviser

## EDITOR'S APPRECIATION

As we are completing our work on the annual we realize that we are indebted to many persons who have labored untiringly to help make this annual successful.

As editor, business manager and staff we wish to express our appreciation to those who have worked so much to help us. To Professor Palmer for his constructive criticism we extend a hearty thank you. To Miss Huenergardt who has worked with out ceasing to hold up the standard of the material we give our sincerest thanks. We also wish to show our gratitude to Miss Bruff for her efforts in copying the manuscript and to Miss Cooper, Miss Godfrey, and Miss Verna Goddard for their kind assistance in the art work. We wish to show our thankfulness to our class sponsors, Professor Robison and Mr. Dazey for their hearty co-operation. We recognize the help that the members of the Senior class and other students have given to make this annual successful by contributing their articles, by gathering pictures and other material, and by helping in the many other ways that they have. Lastly we extend our hearty thanks to the Commercial Art and Engraving Company, the Riverside Enterprise, Mr. Rasmussen, who helped us greatly by his skill in photography, and our advertisers. These four have made the publication of an annual possible. Therefore we take pleasure in publishing this annual for the friends and patrons of our school.

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"There are gifts for the eyes,  
And there are gifts for the heart.  
There are gifts to be worn on the breast, or the neck, or the hands;  
And there are gifts to be carried in the soul."

## THE GIRLS' HOME

ZELLA HOLLAND

"Listen! Could it be possible that I hear the rising bell?" whispered the dormitory, as it gazed sleepily over the green sloping valley, lately touched by the rosy dawn. "Yes, it must be, for the girls are all up getting ready for worship. I surely enjoy their early morning worships, for they seem so very much in earnest."

"There goes the breakfast bell; every one is coming to the dining-room."

"It doesn't take long to finish breakfast, for each one must care for her own room and, oh, how they enjoy making neat little rooms of them!"

"Well, it is very quiet now save for the working down in the kitchen, for most of the girls go to the seven-thirty classes. It seems rather lonely, but they will be coming and going until chapel time, then everyone goes to chapel."

"It has been so quiet that I must have been napping, for I hear the girls coming from chapel now. They surely look happy; someone must have given an encouraging talk. Just watch; I'll open wide my large doors to welcome in those fifty-eight girls."

"There comes Mrs. Koehn. She surely knows how to manage girls; she is surely kind and considerate. I wish I could be as great a help as she."

"When I think about the good training the girls get, learning to get along with others and making them happy, I can see why their parents sacrifice to send them here."

"Now I've been thinking so hard, I didn't notice the afternoon pass, and with it the evening worship, but as I see the last rays of twilight fading into night shadows, I realize that the

## THE BOYS' HOME

OSCAR GERHART

"What's wrong?" anxiously inquires a nervous visitor, "Is there a fire in the building?"

"Oh, no," replies an old-timer, smiling, "They're just in a hurry to get to worship on time."

Meanwhile, the boys come dashing down the stairs in mass formation, missing all of the sixteen steps save three or four, but in a few moments the building is quiet and peaceful once more.

But hark! A distant rumble down the hall reveals that the throng is again approaching.

"It's breakfast this time," the resident announces reassuringly, as the boys crowd through the door enroute to the dining room.

The newcomer spends the rest of the day in peace as practically all of the boys are in class or at work in the field. The noon hour brings some life into the home, but it is not of an alarming nature.

The supper hour revives the restless spirit as the boys charge through the door in small groups for their meal. The extreme quietness during the next half-hour is finally broken by the returning groups, which congregate at the head of the stairs to engage in some physical feats.

The worship bell soon hushes this confusion, however, and save for a few moments of readjustment after worship, the home is quiet for the next two hours, for this is study period.

The blinking of the lights is a signal for the last semblance of activity for the day. The lights are soon out and quietness reigns supreme.

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girls who are now pouring studiously over their books are one day better prepared for life's work as a result of their being here."

## ART DEPARTMENT

(Continued from Page Twenty-seven)

objects and the enlarging of prints. We spent some of the sunniest days out of doors sketching the pepper trees around the campus, and learning the principles of light and shade. A little time was also given to pencil and character sketching.

We next used pastels. Although they are the most difficult to work with, we did not lose our enthusiasm. Miss Cooper encouraged us by telling us that masterpieces were to be admired at a distance, and that the work of all great artists seemed blotchy when inspected closely. Truly, distance lent enchantment to the results of our efforts.

One Sunday we took a lunch and went to the Santa Ana River, where we spent several hours sketching the charming scenes around us. These sketches were made in charcoal to be finished later in pastel. The only unpleasant thing about art class was that it did not last long enough. All enjoyed their work thoroughly, gained a deeper appreciation of the masterpieces of art, and, above all, learned to discern beauty in nature's most unpretentious works.

## THE ENGLISH DEPARTMENT

(Continued from Page Twenty-three)

majority answered that it was the study of the Bible and the Spirit of Prophecy from the standpoint of literature that gave them the most pleasure. They also mentioned that the study of English under such able instruction had given them a real appreciation of good literature, and some students who had received their only enjoyment from novels before, learned how to get more pleasure out of those books which pertain to things eternal.

We hope that such an attitude will continue to be taken toward

the study of these sacred books as masterpieces, so that the most good can be done and the highest education received through the study of English in our schools.

## PRESIDENT'S ADDRESS

(Continued from Page Thirteen)

We as a class wish for success. United we stand for one principle, not success in the ordinary sense, but success in bettering this earth. But what is this success we speak of? Is it a reality or a fancy—this that every individual desires, and strives for, yet so seldom attains. To us success does not depend on wealth or fame, but service. We dedicate our lives tonight for service—for "others."

To attain our goal we must be in earnest; we must have a purpose. We are young, we are energetic. Life to us is real. It is full of sublime realities. Every step is a word, every day is a sentence, every week is an oration, every year is a book, full of meaning as the sun is full of light. Life is a book; and we write in it something, be it much or little, that can never be unwritten. The moment life loses its purpose and seeks for its sole enjoyment in pleasure, that moment it loses its happiness.

It can not be that earth is man's only home, that our life is a bubble cast up by the ocean of eternity to float a moment upon its waves, and sink in nothingness. We are born for a higher destiny than that of earth.

Tonight we set our mark high. We dedicate our services to "others," humanity, and the world. We trust only that we shall ever hold to an ideal purpose and through merit win—win for you and Him above. Whate'er the path, whate'er the task, we trust that the class of '25 will forever hold to its motto, "All for each, and each for all."



**ANNUAL CALENDAR**  
**—OF—**  
**La Sierra Academy and Normal**  
**1925-1926**

**ARLINGTON, CALIFORNIA**

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**SCHOOL CALENDAR**

First Semester begins.....	September 15, 1925	Spring Recess.....	March 18-21, 1926
Thanksgiving Recess.....	November 26-29, 1925	Baccalaureate Sermon.....	May 22, 1926
Midwinter Vacation.....	December 24-29, 1925	Commencement.....	May 23, 1926
Second Semester begins.....	January 19, 1926		

## BOARD OF MANAGERS

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O. O. Bernstein  
L. C. Palmer, Secretary  
J. A. Burden  
H. G. Lucas  
S. Donaldson  
W. C. Raley  
F. F. Abbott  
H. B. Thomas

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## FACULTY ADMINISTRATION OFFICERS

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L. C. Palmer, Principal  
W. C. Raley, Business Manager  
Allen Dazey, Accountant  
E. T. Bush, Farm Superintendent  
G. E. Stearns, Asst. Farm Supt.  
F. W. Baldwin, Preceptor  
Mrs. J. J. Koehn, Preceptress  
Mattie O. Vixie, Matron

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*Bible and Pastoral Training*

James I. Robison  
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*Education and Psychology*

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*Agriculture*

Lilah G. Godfrey  
*Science and Mathematics*

Sarah Huenergardt  
*English*

Floyd W. Baldwin  
*Woodwork*

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*Spanish and Assistant in Bible*

Mrs. L. C. Palmer, Registrar  
*Language*

Mrs. F. W. Baldwin  
*Piano and Harmony*

Ida M. Tratt, of Riverside  
*Violin*

\* \_\_\_\_\_  
*Vocal Music*

Mrs. J. J. Koehn  
*Hydrotherapy and School Nurse*

Mrs. Crystal Duce  
*Sewing*

Mattie O. Vixie  
*Domestic Science*

\* \_\_\_\_\_  
*Critic Teacher, Grammar Grades*

Esther B. Jones  
*Critic Teacher, Intermediate Grades*

Mrs. J. I. Robison  
*Critic Teacher, Primary Grades*

\*—To be supplied.

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FACULTY STANDING COMMITTEES  
(To be appointed)

—  
Discipline  
Missionary Activities  
Registration and Graduation  
Social  
Library  
Industrial  
Dress

# La Sierra Academy and Normal

## FOREWORD

La Sierra Academy was founded in the year 1922 on La Sierra Rancho, three miles from Arlington, California, for the purpose of providing a training school for the young people of the Southeastern California Conference of Seventh Day Adventists. Careful consideration was given to the establishment of this new institution, and it was only after seeking counsel of the Educational Department of the General Conference, and giving special study to the instruction found in the Spirit of Prophecy concerning the location of our schools that the Conference Educational Committee decided to plant an institution of God's desire among the foothills of La Sierra Rancho.

Such a tremendous undertaking has required constant labor, prayer, and giving on the part of the conference workers and constituency, and as a result the splendid progress the school has made is almost miraculous. True it is that the perfection desired has not yet been attained or the standards of Christian education fully reached, but it is the hopeful expectation of everyone directly interested in the Academy that through faithful effort and constant prayer, yet will be seen the realization of greater accomplishments along the various lines of Christian training.

For some time there has been a growing sentiment that in the

operation of La Sierra Academy both the Southern California and the Southeastern California Conferences should be definitely interested. This sentiment came to a happy culmination when on April 26, 1925, delegates from both Conferences in joint session at La Sierra Academy voted almost unanimously to join hands in operating the institution. Such a union to maintain the school makes certain the future of the Normal department, and also the extensive industrial program which has been launched.

## LOCATION

La Sierra Academy is situated about ten miles southwest of Riverside, and one mile north of the Magnolia Drive between Riverside and Corona. The Academy buildings, grouped on a gentle slope overlooking the beautiful Riverside Valley, command a splendid view. The world famous citrus groves of Riverside lie just across the valley, with the green alfalfa fields between; and in the distance stand out the majestic peaks of Mount San Bernardino and Mount San Jacinto. In the background are the rugged foothills that skirt the valley, fringed with beautiful citrus and walnut groves.

The school farm consists of 400 acres of excellent land. Nearly all of it is under irrigation, as an abundance of water has



been developed and piped to the farm from large wells. During the first year the school planted 150 acres to alfalfa and about fifty acres to orchard and vineyard. The soil is a good sandy loam and is adapted for growing all crops usually grown in Southern California.

## PURPOSE

The purpose in the establishment of La Sierra Academy is to train our young people for service in the cause of God and for "higher joy of wider service in the world to come."

In order to fulfill its mission, it is the purpose of the school to surround the student with an atmosphere which will inspire him to earnest work and arouse him to the possibilities of Christian service. The object sought is the development of a symmetrical Christian character. The lines of study are conducted in such a manner as to cultivate in the student a reverence for the Word of God, confidence in its teachings and a desire to practice its principles. Those who are in harmony with this purpose are heartily invited to attend.

## BUILDINGS

The Academy has three splendid buildings, the administration building, North Hall or the girls' dormitory, and South Hall or boys' dormitory. The administration building is a large two-story structure with full basement, stucco finish, which furnishes ample class room space, a spacious library, and a chapel room where all Sabbath services are held besides the week-day gatherings. The dormitories are also two-story buildings, stucco finish, with large airy rooms, hardwood floors, running water in

each room, and two clothes closets to a room. By the beginning of next school year such improvements are planned as will enable each dormitory to accommodate about eighty students. It is expected that the basement of the administration building will be fitted up to house the dining room and kitchen.

The farm buildings consist of a dairy barn, a hay barn, a horse barn, a large poultry house and a dwelling house for the assistant farm superintendent. These buildings, a part of which have been erected during the present school year, enable the agricultural work to be carried on very efficiently.

## HOW TO REACH THE CAMPUS

Students coming by automobile should follow Magnolia Avenue to a point about two miles west of Arlington and then turn north on Pierce Road. One mile from here is the school campus.

Those coming by the Pacific Electric should transfer at Riverside to Arlington or Corona line and get off at Arlington, where if notice has been given, transportation will be provided to the Academy.

Students coming by the Santa Fe may buy tickets to Arlington those coming by the Southern Pacific or Union Pacific should buy tickets to Riverside and take the Pacific Electric to Arlington.

All students will be met at the Arlington station if notice is given of their arrival beforehand by letter or telephone.

## WHAT TO BRING

The rooms are conveniently furnished each with two single beds, two chairs, study table, wall cabinet with mirror, in ad-

dition to washbowl fixture provided with running water. Each student should bring the following necessary articles:

Three sheets for single bed, three pillow cases, two pairs of blankets, one comfort, one bedspread for single bed, three napkins and napkin ring with name on it,, six towels, hand and bath, assorted, one table cover for study table about twenty-eight by forty-five inches, one dresser scarf, one laundry bag.

The student's name should be marked plainly with indelible ink on each article of clothing or bedding which is to be sent to the laundry.

Each student should bring work clothes and suitable clothing for rainy weather.

It is suggested that each student bring a rug, curtains for three windows (window size about three by six feet), and such other articles as will make the room pleasant and homelike.

## RELIGIOUS ACTIVITIES

In assisting young men and women to get a vision of true Christian life and service, the spiritual atmosphere and surroundings are matters of supreme importance. To foster this spirit of Christian Fellowship and Service, various lines of religious activity are held open to students and all are encouraged to take part.

The Sabbath School presents large opportunities along this line as the maintenance of a large home department is kept up and groups of students go out to hold Sabbath School with families where sickness or other causes prevent attendance at regular meetings.

The Missionary Volunteer Society has its meetings every other

Friday evening, and alternates with the students' Praise Service. Under its auspices, are organized work bands, such as, the Christian Help Band, Correspondence and Mailing Band, Sunshine Band, which have definite lines of endeavor.

Further experience and training are offered to students in the yearly Harvest Ingathering work, Week of Sacrifice, Big Week and Relief Book Campaign, and such general campaigns as may come up during the year.

The Field Methods class, although a regular elective study for which credit is received, gives practical experience to those who plan for the ministerial or Bible work.

Besides these general religious activities the matter of private devotion is not overlooked. Time is provided for small prayer groups to gather and strengthen each other in the Christian way.

The religious phase of school life is an essential part of the daily program of the school and each student who comes should determine to enter whole-heartedly into it, that his own soul may grow.

"It is the degree of moral power pervading a school that is a test of its prosperity. It is the virtue, intelligence, and piety of the people composing our schools, not their numbers that should be a source of joy and thankfulness." Testimonies, Vol. VI, Page 143.



# GENERAL REGULATIONS

## GOVERNMENT

Order and government will be preserved. The constant aim of the Faculty is to foster Christian self-government. The government is firm and kind. Such regulations as are necessary to the welfare of the students are made and enforced.

"Our schools have been established that in them the youth may learn to obey God and His law, and become fitted for service. Rules for the conduct of those who attend, are necessary, and the students should act in harmony with these regulations. . . . Each student entering one of our schools should place himself under discipline." "Counsels to Teachers," pages 264, 265.

Since it is the purpose of the school to keep the atmosphere wholesome and helpful, the Faculty may dismiss at any time a student who may be exerting a harmful influence, or who may be found to be out of sympathy with the tone and standard of the school, even though the student has not committed any special act of insubordination. It is assumed that in matters involving a moral principle students know what is right, and they will be held responsible for proper conduct. Those who seek to know what is right and then to order themselves accordingly will find no hardship imposed by any of the rules of the school.

Any regulation which may be made by the Faculty at any time and announced to the students will have the same force as though printed in the calendar.

## WHO ADMITTED

The Academy is open to all worthy persons who come for earnest work, and who are willing to comply with the regulations.

It is understood that whoever presents himself for admission to the Academy thereby pledges himself to obey its regulations, in spirit as well as word, and that when this pledge is broken his membership in the school is forfeited. If he is longer retained, it will be only by the goodwill of the Faculty. It is also a part of the student's pledge that he will perform faithfully, and to the best of his ability, all duties assigned in connection with the school and the home.

Students desiring to attend the school who are strangers to the Faculty, will be required to present satisfactory testimonials as to moral character. All students, before coming to the Academy, should fill out an application blank, send it in to the Principal and await a satisfactory reply.

Experience has demonstrated that it is unwise to accept into the school home students who have not yet finished the eighth grade. Such students need not apply for admission.

## GENERAL DEPARTMENT

As the Academy was established for the special purpose of honoring God and preparing young men and women to labor in His cause, no student will be retained in its membership who either publicly or privately seeks to disseminate immoral, infidel, or atheistic ideas among his fellow students.

Students must abstain from indecent or disorderly behavior; from profane or other unbecoming language; from visiting billiard rooms or gambling places; from attending theatres, races, dances, or places of questionable amusement; from card playing and from

having cards in their possession; from having or reading pernicious or questionable literature.

La Sierra Academy is in harmony with the recommendation of the Pacific Union Conference Educational Committee in which it was "VOTED, That all students who apply for entrance into any school in the Pacific Union Conference be required to pledge themselves not to use tobacco or liquor in any form, that any violation of this pledge automatically severs the student from the school, and that no former student who has used either during the vacation will be admitted."

An appeal is made that each student will despise anything that is coarse or ill-bred, and aspire to refinement in manners and behavior. "Brilliant success is not demanded of pupils, but honest effort is insisted upon. The proper object of disciplinary regulations in schools is not simply or chiefly the preservation of order, but the formation of correct habits and the establishment in the student's heart of right principles of action. *Character* is the chief product of education."

Young ladies and gentlemen may mingle together in a frank, manly and womanly way, as friends, in the chapel, classroom and dining room, but with a proper reserve. Courtship, flirtation, correspondence, sentimentalism of any kind between persons as students, or visiting either privately or in conspicuous places without proper permission is forbidden, as such conduct will work against the purpose of the school.

It is expected of all students as a part of the spirit of co-operation agreed to when entering school, that they be regular and punctual in attendance not only at all regular week-day school appointments, but also at the various regular religious services held on Friday evening and the Sabbath.

Each student will be required to pay for damages done by him to school property, and where the damage is not reported within twenty-four hours, double the amount of replacement may be charged.

Students are not allowed to bring firearms to the school.

## DRESS

"No education can be complete that does not teach right principles of dress. Without such teaching, the work of education is too often retarded and perverted. Love of dress and devotion to fashion are among the teacher's most formidable rivals and most effective hindrances."—Education, p. 246.

"Lead the youth to see that in dress, as in diet, plain living is indispensable to high thinking. . . . A refined taste and cultivated mind will be revealed in the choice of simple and proper dress."—Education, p. 248.

We believe that to learn *how* to dress properly is an important factor in the education of every young woman. In harmony with the recommendation of the School Home Council, we endeavor to teach our young women to dress tastefully, healthfully, modestly and economically; abstaining from the wearing of jewelry, flowers, feathers, elaborate hair dress, the use of rouge and other cosmetics; the wearing of transparent clothing, French heels or heels higher than one and one-half inches, large necks or necks cut lower than one inch below the clavicle, sleeves shorter than elbow length, skirts of other than conservative length, and immodest or faddish dress of any kind. The committee on dress will firmly but kindly insist that these requests are complied with.

As a result of considerable study, and in counsel with the parents residing near the Academy and with the Board, it has been



deemed advisable to adopt for the coming school year, for the young ladies' wear, the regulation white middie and blue skirt. Outside of school hours or when engaged in domestic work, one may exercise her own choice in regard to her wardrobe—so long as it meets the above-stated requirements for neck, sleeves, skirt length and weight of material.

The wearing of silk hose on ordinary school days is hardly in keeping with the spirit of the school. A request is made that such be worn only on the Sabbath day and special occasions.

While no definite requirements have been set for the young men's clothing, it is expected that careful adherence to modest dress be practiced. Garments which incline to the gaudy or extreme should not be worn, or brought to the school.

### STUDENTS LIVING IN THE COMMUNITY

Owing to the fact that some serious conditions have often arisen in the communities which surround our schools, the Board has taken definite action barring students whose parents do not live near the Academy from living outside the school homes, unless special permission has been received from the Faculty.

It is expected of students who live outside of the dormitories that a cheerful compliance with all of the regulations be manifested. Application for admission will be understood to mean that the student has decided to deport himself in harmony with school standards, while on the school premises and elsewhere. Continuance in school will depend upon the spirit of co-operation manifested.

Students or others living in the community, who desire to plan any social gathering or outing which includes students, should, at least two days before it is to occur, present to the Principal a list

of those who plan to participate, together with the name of the chaperon to be secured. Decision will be rendered one day after request has been presented. The Faculty reserve the right to withhold permission to any or all students concerned if it is deemed that such permission will be out of harmony with school standards.

Students living outside the dormitories who desire to call upon some member of the school family, will please observe the same civilities that are expected of one calling at a private home. That is, they are requested, before entering the Academy homes, to obtain from the one in charge permission to call.



# THE SCHOOL HOMES

## THE HOME LIFE

Two commodious dormitories constitute the home of all non-resident students. The home life affords to young people a very important means of training. Each person has the care of his own room. All have a share in the daily work about the premises. No student who is physically able will be excused from work. The years spent in school are the best time in which to form habits of order, neatness, and Christian courtesy, and to obtain the general culture which comes from association with Christian teachers. The regulations are reasonable and are adapted to protect the interests, freedom and happiness of the students.

The dormitories are not to be regarded in any sense public buildings. Ladies or gentlemen who wish to call upon some member of the school family should first speak to the one in charge of the dormitory, preceptor or preceptress, and obtain permission to meet the one desired.

Morning and evening worship is conducted in the homes. Attendance is required. Prompt attendance at Friday evening services, Sabbath School and church service is expected.

A student is not expected to leave the dormitory after evening worship unless special permission has been granted him. An absence will be considered a serious violation of the regulations of the school.

The student must obtain permission from the preceptor or preceptress whenever he desires to leave the campus.

Permission for absence from the school must be obtained from

the Principal who may first require a written statement from the parents or guardian.

Permission for irregularities, such as being absent from the Home after the retiring hour, must be obtained from the preceptor or preceptress.

Students are not allowed to use the fire escapes or to go out or in through the windows, except in times of recognized emergency. A fine will be imposed upon those who disregard this regulation.

The school will provide heat in the dormitories, and students will not be allowed to have any other heating or cooking apparatus in their rooms.

Boisterous conduct is out of order at all times, and therefore forbidden.

Unless duties call students to the dining-room, serving-room or work-rooms they will be requested not to linger there.

Talking aloud or visiting in the halls will not be permitted during the evening study period since this period is most important to the student. Without permission from the preceptor or preceptress, no student is expected to visit another's room during this period.

Felt soled slippers or rubber heels should be worn during the evening study period in order to maintain quietness.

In order to keep the rooms in good condition, students are forbidden to drive nails, tacks or pins into the walls.

With the exception of fruits, nuts and crackers, no food is permitted in the student's room.

Students must obtain permission from the matron before inviting guests to meals.

## WEEK-END VISITS

Inasmuch as there are three holidays during the school year which enable the student to make visits home, only three other week-end privileges will be permitted throughout the year, and then only upon the written request of the parent or guardian. Such irregularities disturb the school program, lessen the student's interest in his work, and introduce a restless atmosphere among the student body. Consequently, an effort must be made to minimize these irregularities.

## VISITING ON THE SABBATH

It is not in harmony with the spirit of true reverence to spend the Sabbath in visiting or automobiling. We therefore invite the co-operation of the parents and friends of all of our students by requesting them not to call their children home over week-ends oftener than is necessary, nor to call for them on the Sabbath to take them out driving. Aside from the fact that such visiting and pleasure trips inculcate a spirit of indifference toward sacred things, it also interferes with the regularity of the school program as a whole. Our doors are always open to the friends and parents of the students, and we cordially invite them to visit us and join us in the quiet program of our school life.

## STUDENTS WITH AUTOMOBILES

No student should bring a car or motorcycle to the school on the supposition that he will receive permission, after he gets here, to keep it at the school for his own use. Such requests should be written to the Principal before the student comes to the Academy. Cars or motorcycles privately owned by students, unless under

some faculty supervision, tend to interfere with school and home duties, hence very few permissions of this kind are granted.

## MANUAL LABOR

"Diligent study is essential and diligent hard work."

"Study in agricultural lines should be the A. B. C. of education given in our schools. Our youth need an education in tilling the soil as well as in literary lines."

"Agriculture will open resources for self-support. This work is essential to the education most favorable to spiritual advancement. The cultivation of the soil will prove an education to the soul."

The purpose of the school could not be fulfilled without systematic instruction in practical lines of industry and labor. Faithfulness in the discharge of the many duties which the upbuilding of the school provides tells more than anything else the character of the student, and only by a sufficient amount of daily exercise can his harmonious, physical, mental and spiritual development be insured.

In accordance with these principles all students residing in the academy homes are required to work twelve hours each week. Credit will be given for this work, the rate to be set in keeping with the spirit and efficiency of the work performed. All work credit must be applied on regular school expenses. The Academy management reserves the privilege of saying when this work must be done, as at certain seasons there is more work than at others. In times of necessity it is expected that students will work more than the required twelve hours per week, with the expectation of lightening the labor when the urgency is past. No careless or imperfectly done work will be accepted.

# SCHOOL WORK

## GENERAL REQUIREMENTS

The school year begins Tuesday, September 15, 1925, and is divided into two semesters. Each semester consists of three periods of six weeks each. At the end of each six-weeks period, tests or examinations will be given, a record of the student's grades and deportment issued to each student, and a copy sent home to the parents.

The year's work in each subject covers a definite field, and the student who succeeds in his studies must make school work his business and master faithfully each day's assignment.

Constant attendance is of prime importance, and students should be at hand to register on the day designated in the calendar for matriculation and remain until the closing day. Students who enter late or leave early cripple themselves in their work and fall short in their credit.

Students coming from other schools and planning to enter the academic course should, at the beginning of the year in which they enter, present their eighth grade diplomas or certificates of promotion, together with credits for such academic or high school subjects as they may hold.

Students will be classified according to their grade of scholarship, and will not be allowed to choose subjects beyond the grade for which they are qualified.

Regular attendance at all school exercises is expected of every student. Absences, totaling more than fifteen per cent. of the recitations in any subject will lead to a student's grade being withheld until some arrangement is made for completing the sub-

ject. Absences from any school exercise must be accounted for in writing, approved by the parents or guardian, or preceptor or preceptress, and then submitted to the Principal for his approval.

All absences, except at request of school to meet emergencies of work, will mean a deduction from the period and final grades in any subject of one-half per cent. for each absence. Three tardinesses are equivalent to one absence.

Absences from classes occurring on a school day immediately preceding or immediately following a vacation day or period count the same as two absences at other times.

No student shall enter or drop any class without first presenting to the teacher a permit from the Principal.

No student may receive private lessons or take work by correspondence or engage in teaching except by permission of the Faculty.

Four units constitute full work. Permission must be obtained by all who wish to carry more than this amount.

A condition received at the end of a semester because of unfinished work in any subject should be removed before the end of the following semester, otherwise the student will be regarded as having failed in the semester's work in that subject.

A student is scholastically eligible to enter the senior class when his credit units, current and completed, total sixteen, with an average grade of eighty-five per cent. For entrance to the junior class, eleven and one-half units are required, with other stipulations the same.

Any student who completes the required course as outlined elsewhere in the calendar, and who has shown by his deportment that he desires to do right, may be graduated.



# DESCRIPTION OF COURSES

## BIBLE

"For the mind and the soul, as well as for the body, it is God's law that strength is acquired by effort. It is exercise that develops. In harmony with this law, God has provided in His work the means for mental and spiritual development. As a means of intellectual training, the Bible is more effective than any other book, or all other books combined. And even greater is the power of the Bible in the development of the spiritual nature.

"The Bible contains all the principles that men need to understand in order to be fitted for this life or for the life to come. And these principles may be understood by all. He who with sincere and teachable spirit studies God's work, seeking to comprehend its truths, will be brought in touch with its Author; and, except by his own choice, there is no limit to the possibilities of his development."—Selection from "Education."

**OLD TESTAMENT HISTORY**—A study of the fundamental principles of God's great plan as taught and illustrated in the Old Testament Scriptures. All the historical books of the Old Testament are studied. The text to be used is McKibbin's "Old Testament History," and each student is to have "Patriarchs and Prophets" and "Prophets and Kings" to be studied with the text. One unit.

**NEW TESTAMENT HISTORY**—A connected study of the life of Christ as set forth in the four gospels. Kern's text, "Studies in Gospel History," is used as an outline of the subject. Each student is to have "Desire of Ages" to be studied with the text. One unit.

**DENOMINATIONAL HISTORY**—A study of the rise and development of the great second advent movement; and the providences of God in the establishment and extension of the missionary activities of Seventh-day Adventists. One-half unit.

**TESTIMONIES**—The fundamental principles of communication between God and man, and the light given to the church through the Spirit of Prophecy are carefully studied. One-half unit.

**ELEMENTARY BIBLE DOCTRINES**—A comprehensive view of the fundamental truths of the Bible. The distinguishing features of the message entrusted to this people are given careful study. One unit.

**FIELD METHODS**—In this class is given a brief course in ministerial training. The student learns how to prepare outlines for talks and Bible studies, how to conduct business meetings and how to arrange subjects in the proper order for presentation to the public. Practical field work is required. One unit.

**DANIEL AND REVELATION**—These books portray the rise and fall of nations, and the history of the true church and her enemies down to the close of the great controversy between Christ and Satan. "Thoughts on Daniel and the Revelation," by Uriah Smith, and many other denominational books are used in this class; research work required. Six hours.

## HISTORY

**GENERAL HISTORY**—In this course a comprehensive study is given of the world's history from creation to the present time. The purpose is not only to give a general outline of events and conditions but also to aid the student in gaining an insight into

God's dealings with men and nations. Library reading and note book required. One unit.

AMERICAN HISTORY AND GOVERNMENT—In this course is given not only a comprehensive study of the various periods of American history, but attention will also be devoted to present day conditions and problems. A study of civics will be correlated with the history of the growth of American principles and institutions. Outside work and topical reports required. One unit.

## ENGLISH

In studying English the student is developing the most precious gift that God has bestowed upon mortals. Someone has said that the study of the mother tongue stands second to the study of the Bible. How true it is that in connection with the acquiring of knowledge, the student should be trained in the channels which will aid him most in telling others of the truth that has moulded his life. It is ever with this object in view that the student is required to spend a great amount of time in the perusal of this important subject.

COMPOSITION—This course consists of a thorough review of English grammar, special attention being given to punctuation, word study, and the correction of common errors in sentence structure. Selections from American authors are studied throughout the course with a view of cultivating an appreciation of the best literature. One hour of assigned reading is required for each week of this course. One unit.

RHETORIC—This is a concentrated study of paragraph development and theme construction in lines of narration, description, and exposition. Short themes are required on an average

of twice a week and longer themes once every two weeks. All themes are marked and returned to the student for correction. After the corrections are made, they are handed in for the approval of the teacher. During the second semester of this course three days a week are given to the study of literature, in which the student becomes acquainted with the best American authors and their works. Two hours of assigned reading is required for each week throughout the school year. One unit.

ENGLISH LITERATURE—This is a survey course of English literature from Beowulf to the present time. Its purpose is to gain an appreciation of the great masterpieces and to cultivate a taste for higher literature. Biblical literature and selections from the writings of Mrs. E. G. White are emphasized. Outside reading from assigned authors is required to an extent of two hours each week for the entire year. One unit.

COLLEGE RHETORIC—The principles of effective discourse are given intensive study in this course. Short themes are required weekly, long themes periodically, and some attention given to oral composition. Outside reading is required from standard authors and current magazines. Six hours.

LIBRARY SCIENCE—In this course two hours of class work and six hours of custodian work is required each week. The study of choosing, buying, and cataloguing books, along with the conducting and arranging of a library is taken up. One-half unit.

## MATHEMATICS

ELEMENTARY ALGEBRA—The fundamental rules, simple equations, fractions, various methods of factoring, simultaneous equations, radicals and quadratics, will be taught. One unit.

PLANE GEOMETRY—The aim of this study is to develop the

student's individual reasoning and ingenuity. The following are some of the phases studied: lines, circles, polygons, triangles, quadrangles, rectangles, areas, proportions and similar figures. The course is made practical by home assignment, board work and outdoor work. One unit.

**ELEMENTARY BOOKKEEPING**—We are told by inspiration that "All who expect to engage in the work of the Lord should learn to keep accounts."—Counsels to Teachers P. 218. In harmony with this instruction, we include as a required subject in all academic courses a course in elementary bookkeeping. Every effort will be made to make the course such as will be of practical use to the student in later life whether he takes further work in commercial lines or not. One-half unit.

## SCIENCE

**GENERAL SCIENCE**—The object of this course is to acquaint the student with the fundamental principles and methods which underlie all natural phenomena and give a preparation for the more advanced sciences. One-half unit.

**PHYSIOLOGY**—The object of this course is to give a thorough knowledge of the general field of physiology. Hygiene, health principles, and anatomy will be made clear and practical by the use of diagrams, dissections and experiments. One-half unit.

**ZOOLOGY**—A systematic study of the different types of animal life is taken up with special attention given to their comparative characteristics. Laboratory dissections and drawings accompany this course. One-half unit. First semester.

**BOTANY**—A study of seeds, stems, roots, leaves and flowers; and includes also a knowledge of the classifications of plant life. Recitations and laboratory work. One-half unit.

**PHYSICS**—Algebra prerequisite. In addition to the study of the text book, the student is required to work practical problems and perform a series of forty experiments in the laboratory and make permanent records of the same. One unit.

## LANGUAGE

**SPANISH I**—Pronunciation, essentials of grammar, reading, and conversation. The class work is conducted in Spanish after the first semester. One unit.

**SPANISH II**—Grammar, syntax, idioms, reading of prose and verse composition and conversation conducted in Spanish. The aim is to give the student the very best preparation for actual work with the Spanish-Americans that it is possible to give in the length of time allowed. One unit.

## VOCATIONAL

Any system of education which does not develop the whole man is defective. It is the aim of the Board of La Sierra Academy to place the intellectual and the practical training on equal footing. Industries develop not only the hand, but, through the hand, the intellect. La Sierra Academy is fortunate in having special advantages for the development of strong work along vocational lines, and plans are being made for strengthening and building up this department of the school.

**AGRICULTURE**—"To Adam and Eve was committed the care of the garden, 'to dress it and keep it.' Though rich in all the Owner of the universe could supply, they were not to be idle. Useful occupation was appointed them as a blessing, to strengthen the body, to expand the mind, and to develop the character."—Education p. 21.

This short paragraph gives us some intimation of the educational value of agricultural study and labor. We have been told that education and redemption are one. The heart, the head, the hand are to be trained for God; and here we find that useful occupation develops all three.

For the school year 1925-26, two years' work along agricultural lines will be offered covering the following subjects:

*Gardening*—Some time will be spent in studying the various garden products, giving attention to classification, desirable qualities, marketing, pests and diseases and their control, transplanting, garden soil, etc.

*Horticulture*—California, the land of fruits, offers abundant opportunity for study along this line. Propagation, selection of stock, orchard planting, pruning, fertilization, irrigation, thinning of fruits, harvesting, grading, marketing will be taken up. Being such a large field, study will be more or less general with as much practical work in the orchards, vineyards and berries as possible.

*Floriculture*—With this course some work will be given in landscape gardening. It is hoped that the class will plant a goodly number of flowers about the school grounds, and in this connection there will be opportunity for study of their nature and needs, and also some of the principles of landscape gardening.

*Soils*—Classification of soils, their adaptation, relation of structure and texture to fertility, the improvement of structure, the overcoming of faults of too fine texture, the handling of various types of soils, value of cultivation, crop rotation, irrigation, drainage, will occupy three or four weeks of study.

*Poultry Husbandry*—Study will be along the lines of types and breeds of poultry, brooding, feeds and feeding, culling, com-

mercial egg production, grading and marketing, construction of houses and yards.

*Dairying*—Dairy type and temperament, feed and feeding, the production of Grade A milk, judging of dairy stock by score card and by daily weighing of milk combined with butter-fat test will be included in this study.

All study will be made as practical as possible. Classes will be open to young women as well as young men. All who take work in the agricultural department are urged to equip themselves with suitable clothing for practical work. Garments to slip over regular school clothes, and rubbers are suggested.

**CARPENTRY AND WOODWORK I**—This course consists of bench work correlated with text book instruction and class-room lectures. The use and handling of tools, the making of common cuts and joints, the detailed construction of a house, and the value and worth of different kinds of materials, all are studied with the aim of making the course as practical as possible. Ten class periods a week are taken up in this class. One unit.

**CARPENTRY AND WOODWORK II**—This is a continuation of the first year's work in carpentry and woodwork. In this course special emphasis is given to inside finishing, inlaying and furniture making. Ten class periods a week are devoted to this class. One unit.

**SEWING I**—In this course each student is expected to make a complete set of garments for herself. A study of textiles will be taken up including the history of the textile industry, fabrics and their qualities; costume designs and good taste in dressing. Special attention will be given to standards of dress as outlined in the Testimonies. One unit.



SEWING II—Advanced instruction in cutting, fitting and finishing gowns, including the making of dresses in cotton, wool and silk. Instruction will also be given in skirt, suit and coat making.

During the second semester, a short course in practical millinery will be included. One unit.

DOMESTIC SCIENCE—"It is a religious duty of those who cook to learn to prepare healthful foods in different ways so that they may be eaten with enjoyment. What branch of the education of the young lady can be more important?" The work of the year includes the theory and practice of vegetarian cooking, decorating and beautifying the home. One unit.

## MUSIC

"Music has its special mission, which is not merely to charm the ear, but to touch the heart and elevate the mind." Since of all of the liberal arts, music has the greatest influence, all students should have the very best opportunity of developing whatever potential ability they may possess.

HARMONY—A thorough study of scales, intervals, triads and seventh chords, modulation of melodies as well as bases. Three-fourths unit.

HISTORY OF MUSIC—Primitive music, history of notation, harmony and counterpart; opera, oratorio; biographies of eminent musicians. One-half unit.

MUSIC THEORY—The study of the phenomena of sound, the tempered scale, orchestral instruments, music appreciation. One-half unit.

EAR TRAINING—The science of music perception, dictation exercises in all intervals sounded consecutively and simultaneously. One-fourth unit.

PIANOFORTE—Technique comprising scales and arpeggios through all keys, various difficult studies such as Bach, Beethoven, Mozart, MacDowell and other well-known masters. Attention is also paid to developing the students in the emotional and the intellectual faculties and their appreciation of the beautiful music.

VIOLIN—The Belgian style of playing will be advocated as the most efficient both for technic and tone production. Students have the privilege of entering ensemble classes of varying grade where bowing, rhythm and time are emphasized. Only standard works will be used.

VOICE—True culture of the voice consists in the development of a pure tone and its easy, natural use and control in singing. Correct use of the breath, intonation, attack, legato, accent, phrasing and enunciation are the leading features of the technical drill.

Opportunity will be offered for students to join the orchestra, chorus, or music clubs. Membership in any of these classes will depend upon the student's maintaining a high degree of scholarship.

Only lessons missed on account of sickness or school holidays will be made up by the music department.

Students' recitals are held from time to time which furnish opportunity for the student to become acquainted with a larger number of compositions than can be studied alone, and also gives one more ease in playing in public.

# OUTLINE OF COURSES

La Sierra Academy offers four courses of study for completion and graduation: Academic Courses, A and B, the Academic Music Course, and the advanced Normal Course. Each student will be expected to select one of these courses upon matriculation and to pursue it diligently until graduation. Prospective graduates will be checked up for graduation by the course they have selected.

## ACADEMIC COURSE A

(Recommended as preparatory to Literary or Theological College Course.)

First Year	Semester	Units
New Testament History.....	1 2	1
Composition .....	1 2	1
Physiology .....	1	1/2
General Science .....	2	1/2
Vocational .....	1 2	1

### Second Year

Old Testament History.....	1 2	1
Rhetoric .....	1 2	1
General History.....	1 2	1
Bookkeeping .....	1	1/2
Hydrotherapy .....	2	1/2

## Third Year

Denominational History .....	1	1/2
Testimonies .....	2	1/2
Language I, Science, or Algebra....	1 2	1
Literature .....	1 2	1
Biology or Vocational .....	1 2	1

## Fourth Year

Bible Doctrines .....	1 2	1
Language II, Science, or Geometry..	1 2	1
American History and Civics .....	1 2	1
Elective .....	1 2	1

## ACADEMIC COURSE B

(Recommended for preparation to Nurses and Pre-Medical Courses.)

First Year	Semester	Unit
New Testament History.....	1 2	1
Composition .....	1 2	1
Physiology .....	1	1/2
Hydrotherapy .....	2	1/2
Vocational .....	1 2	1

### Second Year

Old Testament History .....	1 2	1
Rhetoric .....	1 2	1
General History .....	1 2	1
Algebra .....	1 2	1
Bookkeeping .....	1	1/2

### Third Year

Denominational History and Testimonies .....		2	1/2
Literature .....	1	2	1
Language I .....	1	2	1
Geometry .....	1	2	1

### Fourth Year

Bible Doctrines .....	1	2	1
Language II .....	1	2	1
American History and Civics .....	1	2	1
Physics .....	1	2	1

### ACADEMIC MUSIC COURSE

(First two years are the same as Course A with one additional credit in Piano.)

### Third Year

	Semester	Unit
Denominational History and Testimonies .....	1 2	1
English Literature and Composition..	1 2	1
History and Theory of Music .....	1 2	1
Piano .....	1 2	1
Sightsinging .....	1 2	1/2

### Fourth Year

Bible Doctrines .....	1 2	1
American History and Civics .....	1 2	1
Harmony .....	1 2	1
Piano .....	1 2	1
Chorus or Directing .....	1 2	1/2

## NORMAL SCHOOL

In the summer of 1923 the La Sierra Academy Board sought and obtained from the Union Conference Educational Board permission to establish a fourteen grade Normal school in connection with the Academy. This department has been in operation two years and is now able to offer a full Junior College Normal Course.

### THE NEED

The need of more and better trained teachers for our church schools and academies, and the calls for efficient teachers in the mission fields emphasize the necessity of giving a professional normal training in our schools. No department of our work has greater need or greater opportunities for missionary work than is found in the church school, and to help meet this need the La Sierra Normal School has been established.

### NORMAL COURSE

Proficiency in the art of teaching is dependent upon a thorough knowledge of the fundamental principles of the science of teaching, a clear conception of methods and devices for imparting knowledge, and an intelligent study of them in practical operation.

The prerequisite for the course is twelve grades of work. A student upon completion of the Normal Course is prepared to teach in Seventh-day Adventist elementary schools.

PRINCIPLES OF EDUCATION—This course emphasizes the meaning, aim, and foundation principles of Christian education

which are obtained from the books "Education," "Counsels to Teachers" and "Fundamentals of Christian Education." First semester, three hours.

**PEDAGOGY**—A study of pedagogical principles involved in the technique of instruction combined with practical instruction in lesson planning. Second semester, three hours.

**METHODS I**—Primary and intermediate methods in Bible and nature, reading, spelling, language, numbers, and music. Two semesters, six hours.

**MANUAL ARTS**—Blackboard drawing, pencil work, poster work, crayola, water color, pastels, and clay modeling, cardboard construction, paper cutting and sewing; making the various stitches used in simple garments. Two semesters, four hours.

**OBSERVATION AND TEACHING I**—The intending teacher is introduced into actual problems of the class room through a study of educational aims, values and processes. Individual conference hours. Lesson plans required. Two semesters, five hours.

**CHILD STUDY**—Destined to give the student a better knowledge of the child's nature, so that he may be better able to make use of his instincts and interests at the proper time. First semester, two hours.

**SCHOOL MANAGEMENT AND HYGIENE**—A study of the practical problems in school management and hygiene of the elementary school. Second semester, two hours.

**TEACHERS' CONFERENCE**—Study of the spiritual and educational problems of the church school. Two semesters, one hour.

**TEACHERS' REVIEWS**—Reviews of the common branches for certificate grade. No credit.

**HISTORY OF EDUCATION**—A systematic course in the history of education, with special emphasis on types of Christian education. First semester, three hours.

**EDUCATIONAL PSYCHOLOGY**—An advanced study of the activities and powers of the mind. The laws of learning are studied with a view of discovering the principles which should govern educational practice. Second semester, three hours.

**METHODS II**—Teachers' reviews are prerequisite. Methods in Bible, arithmetic, geography, history, grammar, physiology, and music.

**MANUAL ARTS II**—Such methods are given in elementary woodworking, domestic science, and gardening, as to make any teacher feel capable if called upon to teach them. Two semesters, four hours.

**OBSERVATION AND TEACHING II**—The work of the previous course continued, accompanied by a corresponding course in methods. Two semesters, five hours.

**HEALTH EDUCATION**—A study of the health aspect of the teacher's work, teaching health habits, making health posters, etc. First semester, two hours.

**MEASUREMENTS**—A course in elementary standards and measurements for diagnostic and remedial purposes. Second semester, one hour.

**ADOLESCENCE**—A study of the psychology of adolescence for teachers of the elementary school. Second semester, one hour.



NORMAL COURSE  
(Prerequisite Academic Course)

First Year	Semester	Hours
Principles of Education .....	1	3
Pedagogy .....	2	3
Methods I .....	1,2	6
Manual Arts I .....	1,2	4
Observation and Teaching I .....	1,2	5
Child Study .....	1	2
School Management and Hygiene.....	2	2
Teachers' Conference .....	1,2	1
College Rhetoric .....	1,2	6
Teachers' Reviews .....	1,2	
Second Year		
History of Education.....	1	3
Educational Psychology.....	2	3
Methods II.....	1,2	6
Manual Arts II.....	1,2	4
Observation and Teaching II.....	1,2	5
Health Education.....	1	2
Measurements .....	2	1
Adolescence .....	2	1
Teachers' Conference .....	1,2	1
Daniel and Revelation.....	1,2	6



## TUITION, HOME EXPENSES AND FEES

### TUITION

The rate of tuition for each six weeks period as stated below includes fees which have heretofore been charged in addition to the regular tuition, except three special fees listed elsewhere.

#### NORMAL SUBJECTS

	Six Weeks
Full work, consisting of 13 to 16 hours.....	\$20.00
Less than full work, 9 to 12 hours.....	16.00
Less than full work, 5 to 8 hours.....	12.00
Less than full work, 3 to 4 hours.....	7.00
Less than full work, 1 to 2 hours.....	4.00

An additional charge of seventy-five cents for each hour is made to those taking more than full work.

#### ACADEMIC SUBJECTS

	Six Weeks
Full work consisting of $3\frac{1}{4}$ to 4 units.....	\$16.50
Less than full work, $2\frac{1}{4}$ to 3 units.....	13.50
Less than full work, $1\frac{1}{4}$ to 2 units.....	10.00
Less than full work, 1 unit.....	6.00
Less than full work, less than 1 unit.....	4.00

An additional charge of one dollar for a quarter unit, two dollars for a half unit, and four dollars for a full unit, will be made to those taking more than full work.

Reviews taken and credited are to be paid for at the above rates.

All tuition charges are payable in advance. Students arriving late will pay tuition from the opening of school, but rebates may be secured at the close of the semester by those who have been absent during the semester for acceptable reasons for three weeks or more, and have failed to secure their credits. Credits from other approved schools will be allowed here without charge. Securing transcripts of credits from our records will be charged for at the rate of \$1.00 for each copy required in addition to the original.

### HOME EXPENSES

The home expense is \$23.25 for each six weeks of the school year payable in advance. This provides room, heat, electric light, dormitory privileges and plain washing, but does not include board. Two students are expected to occupy one room. If on account of lack of room it is necessary to put three students in a room, there will be a reduction of \$3.00 per six weeks period from the above amount.

### BOARD

The cafeteria plan of boarding is used, giving students the privilege of choosing their food and paying only for what is selected. Three meals a day are served in the dining room. Students living in the dormitories are expected to take their meals in the dining hall. Cooking will not be permitted in the dormitory rooms. The minimum charge for board is \$18.00 a six weeks period for young men and \$15.00 a six weeks period for young women.

### LABOR CREDIT

Deducted from the above charges, is the dormitory students'

labor credit, which will, if the work is performed, be from \$10.00 to \$15.00 each six weeks period.

Credits earned through labor are not transferable except to a sister or a brother, and will not be refunded in cash except at the discretion of the Board, and only at a very liberal discount.

### TUITION, ELEMENTARY GRADES

	Six Weeks
Grade 1 .....	\$5.25
Grade 2 .....	5.25
Grade 3 .....	6.75
Grade 4 .....	6.75
Grade 5 .....	8.25
Grade 6 .....	8.25
Grade 7 .....	9.75
Grade 8 .....	9.75
Matriculation, Elementary Students, for the year.....	\$1.50

### MUSIC TUITION

	Six Weeks
Piano—1 forty-five minute lesson a week.....	\$ 6.00
Piano—2 forty-five minute lessons a week.....	10.00
Violin—1 thirty minute lesson a week.....	6.00
Violin—2 thirty minute lessons a week.....	12.00
Voice—1 forty-five minute lesson a week.....	6.00
Voice—2 forty-five minute lessons a week.....	10.00
Violin Ensemble Practice .....	1.50

### PIANO RENTAL

	Six Weeks
Practice, one hour a day.....	\$2.00
Practice, two hours a day.....	3.50

## SPECIAL FEES

Special Examinations, each.....	\$1.00
Diploma .....	at cost
Dormitory (to be returned when room is vacated in good order) .....	\$1.00

Breakage—No special advance pay is being charged to cover breakage. However, all breakage for which the student is responsible will be promptly reported and charged against his account.

## DISCOUNTS

Three per cent. discount will be allowed to those paying tuition and home expenses a full year in advance. No discount will be allowed when payment is made in labor.

If three or more students attend from one family, a discount of 10 per cent. will be allowed on tuition and home expenses.

## BOOKS AND SUPPLIES

Students should come prepared to pay cash for their books and supplies. About \$5.00 to \$10.00 will be required for these purchases at the opening of the term. Small purchases may be necessary from time to time.

Students or their parents may, if they desire, make a cash deposit at the Academy store in advance and have books or other supplies charged on a special statement against the deposit. An itemized bill will be rendered each period and the deposit may be added to as needed to maintain a credit balance. Charging supplies or cash on the regular statement is discouraged and will

not be permitted except where deposits have been made for this purpose. In such cases a written order is required from parents.

## PARTIAL SELF SUPPORT

The Academy is glad to furnish all the work it can to worthy students, to help in defraying their expenses wholly or in part. All we can promise is that we will furnish, to those who prove themselves industrious, efficient and worthy, such work as is available.

To pay one's entire expenses including tuition, home expenses and board for a term of nine months would require about 1800 hours of work. This is equivalent to more than eight hours per day, six days every week of the school term, and allows for no vacations or absences from work on account of sickness or other causes. Under the present program, an average of three or four hours of profitable work per day is as much as a student can well undertake without neglecting his school subjects, and the average student cannot accomplish more than two hours per day.

After allowing credit for two hours of work per day, the average student will require about \$285.00 in cash for tuition, home expenses and board. This does not include music, clothes, books or other incidentals.

The work on the farm and about the buildings is performed mainly by students and extra time is given to a limited number of students who prove themselves willing, capable and industrious. No student should come depending upon such extra time without first making arrangements with the business manager.

## SCHOLARSHIPS

The following liberal scholarship plan is offered:

Those who sell and deliver \$486.40 worth of our subscription

books or magazines and return the full retail value to the Book and Bible House, will receive on the Academy books a credit of \$286.10. This credit consists of \$243.20 commission on the books sold and \$42.90 premium contributed by the Publishing House, the Book and Bible House and the Academy. This scholarship, with the regular two hours work per day, will cover expenses for thirty-six weeks as follows:

Tuition—\$99.00; Home Expenses—\$139.50; Board—\$132.00.

This scholarship plan makes no allowance for incidentals, such as fees and book store supplies. If the student's expenses exceed the amount of \$286.10 for tuition, home expenses and board, the balance must be paid in cash. If the expenses are less than \$286.10, the unused portion, less twenty per cent. may be refunded. The scholarship plan applies only to those who room and board at the Academy.

## SETTLEMENT DAY

To encourage the habit of businesslike attention to financial obligations, and save the Academy from embarrassment, prompt payment of expenses is necessary. A cash payment of \$50.00 for dormitory students and \$20.00 for resident students will be collected at the time of registration to cover the approximate amount of charges for the first six-weeks period. At the close of each period an itemized statement will be rendered for the charges for the ensuing period. Two weeks will be allowed after the distribution of the statements for their payment. Students whose accounts are not paid within the time will be expected to discontinue school work until payment or satisfactory arrangements

have been made. Grades of students whose accounts are not fully paid will be withheld until payment is received.

When a student drops any of his class work or leaves the school, he should present to the business office a drop voucher from the Principal. Tuition and dormitory charges will be charged until such voucher or notification from the Principal is received.

Following are the dates on which settlement should be made for the various school periods:

Period begins	Payment due
First—Sept. 15, 1925,.....	at Registration
Second—Oct. 27, 1925,.....	Nov. 10, 1925
Third—Dec. 8, 1925 .....	Dec. 22, 1925
Fourth—Jan. 19, 1926 .....	Feb. 2, 1926
Fifth—March 2, 1926, .....	March 16, 1926
Sixth—April 13, 1926,.....	April 27, 1926





# GRADUATES

---

1923

## ACADEMIC

BAKER, ALMA  
JUDSON, MABEL  
KINDER, FAY  
REID, KATHRYN  
STUYVESANT, ESTHER

## MUSIC

PRICE, LEONA

1924

## ACADEMIC

ADAMS, PAUL  
BURNLEY, RUTH  
COMSTOCK, DELOS  
CUSHMAN, LESTER  
DAVIDSON, ODRIE  
DRAKE, MELVIN  
GERHART, OSCAR  
GOBER, ESTELLA  
GOBER, J. A.  
GODDARD, VERNA  
HERMAN, LOIS  
HORNING, NAOMA  
JAMES, HAROLD  
JUDD, ELLEN  
KLATT, JOHN  
MC DOWELL, CLIFFORD  
MARTIN, GLENN  
MARTIN, RAYMOND  
MUNDELL, FRANCES  
MURPHY, HAROLD  
NETHERY, MAURINE  
NICHOLS, ROSEZELLA  
RALEY, WILLETA  
ROBERTSON, VERA  
RYDER, GLADYS  
SQUIER, JOYCE

1924

UNGER, FAE  
VAN GUNDY, CHARLOTTE  
VAN GUNDY, DOROTHEA  
WICAL, CARLTON  
WINETEER, PEARL

## MUSIC

BRINKERHOFF, EDNA

1925

## ACADEMIC

ANGELL, IVAN  
BEESON, ALBERT  
BOBST, BESSIE  
BROWN, DELMER  
BURNLEY, SHELTON  
CASEBEER, ALICE  
DUERKSEN, ALBERT  
FENDERSON, CLEO  
HOLLAND, ZELLA  
JUDSON, JULIT  
KENT, FRED  
MARCHUS, DALE  
NETHERY, WILLIAM  
SANDNESS, INA  
SCHULTZ, CHARLES  
SIMMONS, GRACE  
SMITH, LUCILE  
SQUIER, BERNICE  
STRONG, NEVA  
WAGAR, IRENE  
WALLACK, JENNIE  
WHITE, ROLAND  
WHITESELL, RUTH  
WILBER, MARION  
WOOLERY, ALDENA  
WRIGHT, BYRON  
YOUNGS, EVELYN

## MUSIC

SMITH, LUCILE

# Principles of Christian Education

Extracts from the writings of Mrs. E. G. White:

To know what constitutes purity of mind, soul, and body is the highest class of education.

The true higher education is that which acquaints students with God and His Word, and fits them for eternal life.

The most essential, enduring education is that which will develop the nobler qualities, which will encourage a spirit of universal kindness, leading the youth to think no evil of any one lest they shall misjudge motives, and misinterpret words and actions.

Above all other books, the Word of God must be our study, the great text book, the basis of all education.

Daily systematic labor should constitute a part of the education of youth even at this late period.

The student who desires to put the work of two terms

into one should not be permitted to have his own way in this matter.

We need schools in this country to educate children and youth that they may be masters of labor, and not slaves of labor.

The minds of men need literary as well as spiritual training that they may be harmoniously developed; for without literary training, men cannot fill acceptably positions of trust.

In the grand work of education, instruction in the sciences is not to be made of an inferior character.

Students should be taught to guard carefully their own property and that of the school. They should be made to understand the duty to bind every needless expense at the school and while traveling to and from their homes.

# AN APPRECIATION

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THE HIGH IDEALS OF A  
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IS A PART. FOR MORE  
THAN 36 YEARS KNOWN AS  
A PLEASANT AND PROFIT-  
ABLE PLACE TO TRADE.

## G Rouse & Co



### MEN ARE FOUR:

He who knows, and knows he knows,  
He is wise—follow him.  
He who knows and knows not he knows,  
He is asleep—wake him.  
He who knows not, and knows not he knows not,  
He is a fool—shun him.  
He who knows not, and knows he knows not,  
He is a child—teach him.

—Arabian Proverb.

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"It is well enough to carry the head high, but when lifted too high there is a tendency to leave too much of the neck exposed—the same being a bad place to get it, when they are throwing things in your direction."

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**THE BEST IS CHEAPEST**

A Good Place to Trade  
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At the close of the school year, Mr. Rasmussen presented to the school a large, nicely framed picture of the Senior Class of 1925. It has been placed in the library, where it will be an inspiration to the students as they study there. The Senior Class, as well as the entire school, take this opportunity of expressing their thanks to Mr. Rasmussen for the gift. Let us hope that in future years other class pictures may be placed on the library walls.

"Sure this world is full of trouble—

I ain't said it ain't.

Me! I've had enough an' double

Reason for complaint.

Rain an' storms may come to fret me,

Skies are often gray;

Thorns and brambles have beset me

On the road—but say,

Ain't it fine today?

*Now Smile About It!"*

## Study at Home

If you cannot attend school this year, you need not despair. You can make as much and as good improvement at home, in proportion to the time you spend in study, as you could in school. The Fireside Correspondence School offers courses in Bible, English, History, Mathematics, Education, Languages, Bookkeeping, Stenography, and other subjects. Its doors are always open. Let us send you particulars. M. E. Olsen, Principal, Takoma Park, Washington, D. C.



# Southern California Conference

## THE NATION'S MISSIONARY HARVEST-FIELD

welcomes you to share its problems, its successes, and its rewards of work "well-done."

One Adventist believer to every 335 population makes the task of giving the "good news" through the Third Angel's Message, a possible and interesting one.

The combined strength of forty-one churches in evangelizing its field, with eighteen church schools, providing for Christian training of our children are encouraging and potent factors in our work.

The Day Academies at Los Angeles, Glendale, and

Long Beach, with the co-operation of the two Conferences in conducting the La Sierra Boarding Academy and the Normal Training School, vouchsafes educational opportunities to all our youth, so essential to their usefulness and salvation.

The Glendale Sanitarium and Hospital, and the White Memorial Hospital of Los Angeles, gives the work in this field the latest and best in medical research and counsel.

## SOUTHERN CALIFORNIA WELCOMES YOU!



# Southeastern California Conference Seventh-Day Adventists

The Country Conference. Membership Gain in 1924, 585.

## WELCOMES YOU

Of four famous drives mentioned in an advertisement of the Literary Digest, with a weekly circulation of over two million, one of them is in the territory of Southeastern California Conference—Euclid Avenue in Ontario. Along with this there is the Orange Empire Trolley Trip through the citrus belt of Southern California, the world-renowned Mission Inn, and Mount Rubidoux; also, the largest vineyard in the world. The altitude ranges from 248 feet below sea level to 11,000 above in the San Bernardino mountains. In these mountains we take the famous Rim of the World drive over the clouds, among towering pines and snow-capped ridges; from the heat of the desert to the cool of the mountains in one day's drive.

Coming to our own work, we have the one Medical College operated by this denomination, with the Loma Linda Sanitarium and Hospital, at Loma Linda, the Paradise Valley Sanitarium at National City, near San Diego, and La Sierra Academy, the School "that is different," located just off Magnolia Avenue, the magnificent drive from Riverside through Arlington to Corona. Now that Southern and Southeastern California Conferences have struck hands on La Sierra, this is the school and this is the field for preparation for evangelistic, agricultural, colporteur, nursing, Missionary Volunteer, medical, and all lines of our work.

## Southeastern California---The Conference With a Future

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High Grade Dairy Products and  
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TWO STORES

"QUALITY FEEDS"

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Feed, Fuel and Seed

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## BOYS' PARLOR

ALLEN DAZEY

Every undertaking of any importance must first be conceived in the mind of some individual. The details must be worked out and executed before any benefits are derived. The young men of South Hall recognized the need of more adequate facilities in their parlor. They felt the daily devotional hours would have a more sacred influence could they but have a room suitably furnished.

The idea of "fixing up the parlor" was introduced. It met with unanimous favor. A committee of five was appointed. Fred Kent as Chairman, William Nethery as Treasurer, Norman Abbott, Byron Wright and Louis Hennig made up the committee. A drive for a Parlor Fund was decided upon. The campaign was launched on a contest basis, with teams under the leadership of Dale Marchus and Julit Judson. The drive was to end at an appointed time, when the winners would be declared and a date set for the reward agreed upon, namely a "feed."

The Board had agreed to match dollar for dollar with the boys in their endeavor to brighten up their home. So with an altruistic spirit manifest by all, each started to make his quota. The drive included those in the humblest places to those in higher positions. There was a splendid response from all, due to the able way the needs were presented. Other than money, gifts were received in the forms of furniture, skins and considerable skilled labor.

The campaign closed at the time set, with Dale Marchus' team winner. The reward was made ready by the losers, who produced a gala occasion of eats and games. Five hay racks were

(Continued on page 73)



# *La Sierra Academy*

"THE SCHOOL WITH A FUTURE"

Founded in 1922. Second Largest Academic Enrollment in Denomination in 1924-25.

Beautiful large dormitories. New spacious administration building. Rural surroundings and centrally located in growing Southern California.

Farm of 400 acres nearly all under cultivation in fertile valley with abundance of water

REGULAR ACADEMIC AND ADVANCED NORMAL COURSES

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IN ALL WEATHER

National Ice and Cold Storage Co.

RIVERSIDE, CAL.

CORONA, CAL.

## BOYS' PARLOR

(Continued from page 70)

chartered as the means of conveyance. The winners proved to be no less capable at eating than at raising money.

Then came the spending of the funds. Those varicolored and cleverly designed rugs from India are distinctively mannish and fitting for a bachelor's home. The settee and chairs of oak are the very essence of appropriateness. The curtains bespeak the good taste of the committee on disbursement of funds. You will be sure to see the fire-place. The handsome table is known as a director's table. Around such you might expect to see seated officials of some large corporation in weighty counsel. The table lamp is a work of art that will catch your eye upon entering the room.

Shortly after completion of the work and arrangement of the new furnishings, the young ladies were the honored guests at vespers. This took place on Tuesday evening, May 19. A very appropriate presentation of the gifts was rendered in a more or less formal way. Students, teachers and the Principal expressed their sincere appreciation.

The young men went into this undertaking with an unselfish motive to do something for their school and those who should follow after. Seldom is an enterprise among students carried through with such a wholesome Christian spirit as was the Parlor Campaign at La Sierra in 1925.

---

"He who works and feels he works, he who prays and knows he prays, has the secret of transforming failure into victory."—*Robertson.*

## FOUR STORES

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## DREW CARRIAGE CO.

Farm Operating Equipment

International Trucks and  
Tractors

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Machine Shop and  
Service Station

## DIARY

Oct. 26., 1924.

Diary:

Did you ever climb a mountain at three-thirty A. M. and eat gritty camp-fire potatoes and smashed sandwiches? No, it isn't foolish, it's fun! The valleys were full of fog and the sun did its best to make it beautiful—and succeeded. We got home at eight o'clock A. M.

Jan. 11, 1925.

Dear Diary:

Don't ever let me hear you say again that we don't have fun at a boarding school! Why, we've just had the most delightful banquet! The boys entertained the girls, if you please, and everything was perfect. The proceedings of the evening were in three parts: first, supper with speeches and toasts and music (I wonder who made those dear little rose-bud favors), then a program, and last a moonlight walk to South Hall and open house there. The boys certainly did things up brown! O-hum, eleven o'clock, Good-night.

Mar. 27, 1925.

Dear Diary:

You know, after a while Saturday night programs get monotonous, but the one tonight was unusual. The setting was an old homestead parlor with the family gathered from far and near about the hearth. We "listened in" on their evening conversation and enjoyed old-fashioned songs, poems, and "homey" chatter. I liked it!

Apr. 4, 1925.

Diary mine:

We had a real treat this time. Miss Nelson and Miss Cooper gave such a good recital. No need for us to pay big prices to

hear artists. I am sure every piano and voice student went home and began practicing harder than ever.

Apr. 27, '25.

Dear old Diary:

Do you realize that there are only a few short weeks until school is out? I've just been thinking about all the good times we've had this year. There's the formal reception, the Thanksgiving entertainments in the village, the violin recitals and the lectures; there's the marshmallow roast, the candy making, and the many times we played on the lawn.

Oh, yes, do you remember the spell-down, and the time Professor Palmer directed the march? I just hate to think of leaving; but Diary dear, these play times we've had have encouraged and inspired me to "work when I work, and play when I play." I've learned to enjoy truly good times.

# SHOES

## For Young Men and Women

To Suit Every Taste—For All Occasions

*Packard  
Shoes  
for Men*

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Riverside, California

*Kewpie Twins  
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Children*



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BUILDING MATERIAL  
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—AND—

## Hospital Training School for Missionary Nurses

Announces the organization of a new class to enter training August 16, 1925. We invite your investigation of the opportunities offered. The school is accredited by the State and its graduates qualified for State Registration. Its doors are open to our mature Christian young people with the ideal of SERVICE. Write at once for a calendar with full particulars.

Address

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PARADISE VALLEY SANITARIUM  
NATIONAL CITY, CALIF.

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S. H. Herrick .....Vice-President  
J. W. Wells .....Cashier  
E. C. Bennett .....Assistant Cashier

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Look good for a number there,  
For you'll surely hear from its owner  
If he cannot find it to wear.

Be careful and iron it every bit  
And be sure to fix the cuff,  
For the person who will claim it  
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